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The Private Denominational Junior College

[EDITORIAL]

The private denominational junior college—what is the use of it? Our title marks the limits of our question. It excludes all schools that any state, county, city, or any other governmental agency controls. It includes all schools under any sort of church or definitely religious control.

The private college makes two escapes at once. One from the flood of numbers. The private college can set limits to the size of its student body. The public college cannot in the same way. Overcrowding in government schools of all types is notorious. Many state school men deplore the fact; change it they cannot. The other escape is from the insidious poison of politics. Many a school man—and school ma'am too—must choose between the rôles of hero and martyr, or refuse the luxury of a conscience. Our school people are not likely soon to forget McAndrew, of Chicago, or the present Governor of Mississippi. Some may retort, "Yes, but other tyrannies stretch out paralyzing hands." Granted. Still the foregoing holds.

With limitations in numbers secured, the private junior college gains large freedom to cultivate the best in quality. Whatever the word democracy may mean, it means in

our scheme of public education the reign of mediocrity. If, however, justice demands that everyone have a fair chance for an education, why deny that sacred right to our brightest boys and girls? Everybody knows that in our schools the standards are set if not for the hindmost certainly for that practical myth termed the average student. The average student may not exist but he certainly ties weights to the feet of those students who possess the happy combination of brains and ambition. "Give everybody a chance?" Good. The average student, the dullard, the nitwit—yes, everyone. But why stifle the best we have?

The late Dr. Wallace Buttrick said once in conversation that everywhere he traveled in America inspecting schools he saw the signs of our national curse—superficiality. Numbers, mass-production, politicians, all lay their deadening hands in spots and at times on our public schools. These factors are not powerful enough everywhere to get in their worst work. There are too many fine men and women in our public schools for that. Yet these same noble men and women give abundant testimony to the prevalence of these evils.

The private junior college has an

extraordinary opportunity to cultivate in its students habits of thoroughness in study and exactitude in scholarship. The smaller groups can be reached by that priceless personal touch of teacher and taught. In close and friendly association, in the unconscious flash of personality, the leaders convey to their students intangible and indefinable impressions and ideals of great worth. The junior college gets its students at a plastic period in their growth. Few boys and girls seem to know how to study when they enter as freshmen in our colleges or universities. The familiar mental attitude is: With how little can I get by? He *may* get sound habits and methods of study in the large college or large university. He has an especially favorable opportunity to do so in the private junior college.

The private denominational junior college offers an opportunity for the cultivation of that subtle but supreme something we call motive. In terms of comparison, the world is drunk with knowledge but bankrupt in wisdom. With such spectacular successes in making life comfortable and romantic on land, on sea, and in the air, what plagues poison every civilization today! What passions seething beneath the troubled surfaces of life in Russia, Germany, Spain, England, India, China, and our own magnificent land. One speculates how soon men may utterly destroy the civilization they have built up.

Therefore the supreme need would seem to be the infusion of the spirit of sanity in a world half-mad. The call of the hour is not so much for knowledge, greater "technique of control"—whatever that may be.

It were well if many men knew less than they do. They know too much already.

For what is the supreme need and objective of education if not the production of men and women who in their day and place and proportion shall prove themselves the world's redeemers. An education that can produce a Wilberforce, a Gladstone, a Pasteur, a Gorgas, a Lincoln, a Lee has done more to justify itself than all the manufacturers of automobiles, builders of skyscrapers and air ships put together. Whether one can travel five times or five thousand times as fast as his grandfather never can be much of a question. A dubious program it is to speed up the world swifter and swifter if only to go more quickly to the devil.

Religion is the special vocation of the private Christian college. Its heart is religion. This thought will leave cold those to whom religion is nothing. But some, yes many, are deeply convinced of the supreme value of the religious motive. Yet many say that, while religion is fine and education is fine, they must be held apart. Like the English and Irish, they cannot live together. It must be granted that there is some ground for this position. In the name of religion men have adopted and adopt today an attitude of obscurantism. They are timid to a degree. They tremble at the prospect of a fresh pronouncement of science. Sometimes now as of old they fight the light. Yet is this antagonism essential or accidental? Certainly in our land today the scientists have the upper hand. Anti-evolution laws appear to be mostly gestures. Our society has been secularized and our education too. True,

indeed, that many consecrative men and women in our state systems penetrate and dominate certain areas with the highest sort of Christian witness, with both speech and silence; yet something is tragically omitted from formal American education on the whole.

The question of education in religion concerns only those who believe in both. If any refuse to see any values in Christianity or even think it poison, there is no debate. If, however, the leaders believe with all their hearts in both, the question will not down. When Huxley laid the cornerstone of Johns Hopkins University he said: "Your time will come—when your free lands shall have been absorbed and you are under pressure of economic problems which bring out those forces which weigh on Western Europe and which will begin to assert pressure on your country—then the time will come to determine whether America is great or merely big, whether she has merely vast natural resources, or has the glory of a spiritual life." All serious people know now that there is something rotten in Denmark and every other allegedly civilized country on the map of the earth. But no country is civilized. In Russia the Soviet Government with its colossal program of transformation in five years has apparently overlooked one vital factor—the human factor. Every country has overlooked the human factor. Politics and business on the grand scale have never been subjected to Christian standards and the spirit of Christ.

And where does God come in? If educational leaders are agnostic, let them say so and have done. If "death closes all" there is no use

troubling the currents of education or life with irrelevant questions concerning a future world and future existence in it. Christians should come out into the open about this matter of religion in the center of education. They believe that behind this shifting world panorama the background is God. They think that if you take God out of their thoughts this world is an insane asylum. They believe that the only light that will never flicker or fade out is that Light that arose in Galilee; that He is the Light of the world. They are convinced that the whole outlook and habit of those who do so believe is profoundly affected; that ethical intensity is the result of it; that the whole picture of life for them is transfigured by this belief; that in this faith they always see some signs of perpetual springtime. "Their souls are drenched with the dew of the eternal morning." And so far as there is any key to life's puzzles, in Christ they have the key. And when they think they have no key, they yet are content to work and fight on without any key, sure they will one day somewhere find that Light. This is the supreme service, the supreme opportunity of the private Christian college—junior or senior.

WARREN W. WAY

The junior college does not take the place of anything that was functioning before it came. The junior college is the winnowing of the multitude of youth who think they cannot go to the university.—*Journal of Education*.

Development of Junior Colleges in Iowa

CLARA M. WALLACE*

The public junior college is a comparatively recent development. Only during the last two decades has this new unit, thought of by some educators as an upward extension of two years to the high school, asked for recognition in our educational system. The first public junior college to be organized in the United States, which is still in existence, is the one operated in connection with the township high school at Joliet, Illinois. It was established in 1902.

The reasons most commonly given for establishing public junior colleges in Iowa are three in number: (1) It permits students to remain at home and attend college, thus extending parental influence two years; (2) A student may get one or two years of college work in connection with the high school at a very moderate cost; in some cases students are able to stay at home, attend college one half-day, and work the other half-day, thus earning tuition to college; (3) It brings more business to the community.

PRIVATE JUNIOR COLLEGES IN IOWA

There are at present twelve junior colleges in Iowa which are privately managed. The names and locations of these institutions are:

Name	Location
*Aquinas Junior College.....	Davenport
Graceland College	Lamoni
*Grand View College.....	Des Moines

* Supervisor of Public Junior Colleges,
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Name	Location
*Grundy Junior College.....	Grundy Center
Lenox College	Hopkinton
Mount St. Clare Academy.....	Clinton
*Mount Mercy Junior College....	Cedar Rapids
Northwestern Classical Academy and Junior College.....	Orange City
St. Joseph's Academy.....	Ottumwa
Waldorf Lutheran College....	Forest City
Wartburg Normal College.....	Waverly
Wartburg College	Clinton

* Credits accepted by validation only.

PUBLIC JUNIOR COLLEGES

The first public junior college in the state was established at Mason City in 1918. In Table I it will be

TABLE I
PUBLIC JUNIOR COLLEGES IN IOWA,
1930-31

Location	County	Date Established	H.S. Enrollment
1. Albia	Monroe	1927	425
2. Bloomfield	Davis	1928	308
3. Boone	Boone	1927	715
4. Britt	Hancock	1927	171
5. Burlington	Des Moines	1920	1017
6. Centerville	Appanoose	1930	562
7. Clarion	Wright	1929	305
8. Chariton	Lucas	1927	470
9. Clarinda	Page	1923	425
10. Creston	Union	1926	572
11. Eagle Grove....	Wright	1928	385
12. Earlham	Madison	1928	129
13. Elkader	Clayton	1929	95
14. Emmetsburg ...	Palo Alto	1930	216
15. Estherville ...	Emmet	1924	387
16. Fort Dodge ...	Webster	1922	1009
17. Independence ..	Buchanan	1928	235
18. Iowa Falls	Hardin	1929	359
19. Manchester	Delaware	1929	339
20. Maquoketa	Jackson	1927	260
21. Mason City.....	Cerro Gordo	1918	1176
22. Marshalltown ..	Marshall	1927	863
23. Muscatine	Muscatine	1929	708
24. Osceola	Clarke	1927	309
25. Red Oak	Montgomery	1922	468
26. Sheldon	O'Brien	1926	727
27. Tipton	Cedar	1927	226
28. Washington	Washington	1927	511
29. Waukon	Allamakee	1923	263
30. Webster City...	Hamilton	1926	443

noted that the year 1927 has been the high point in the establishment of public junior colleges in the state of Iowa. Nine were established in that year. Table I gives the county in which located, date of establishment, and enrollment of the local high school.

During the past school year, 1929-30, there were twenty-eight public junior colleges operating in Iowa. In 1930-31 two new schools, Centerville and Emmetsburg, were added to the list, making forty-two junior colleges in all, public and private, now existing in the state of Iowa.

Junior College	Population	1929-30	1928-29	1927-28
Osceola	3,000	30	28	42
Red Oak	5,760	47	37	54
Sheldon	3,500	53	40	52
Tipton	4,000	14	33	21
Washington ..	4,697	60	15	20
Waukon	3,000	37	39	41
Webster City..	7,000	43	42	43
Total		1464	1120	1018

in the past three years. The increase in 1928-29 was an increase of 102 over the preceding year, or 9 per cent, while the increase for 1929-30 over 1928-29 was 344, or 30 per cent.

ENROLLMENT

Enrollment data for a three-year period for the twenty-eight public junior colleges existing last year, as given in Table II, show an increase

DISTRIBUTION OF JUNIOR COLLEGES

The distribution of the public and private junior colleges throughout Iowa and also of the independent colleges may be noted on the accompanying map (p. 178). This map shows more colleges of all types to be located in the eastern portion of the state.

TABLE II

ENROLLMENT IN IOWA PUBLIC JUNIOR COLLEGES FOR THE YEARS 1927-28 TO 1929-30

Junior College	Population	1929-30	1928-29	1927-28
Albia	5,067	66	49	23
Bloomfield ...	2,375	25	28	...
Boone	14,000	52	54	65
Britt	1,800	33	21	21
Burlington ...	27,000	102	95	85
Chariton	5,200	37	37	30
Clarinda	4,683	91	55	65
Clarion	3,000	15	...	...
Creston	10,000	104	92	110
Eagle Grove..	4,433	40	54	...
Earlham	1,000	43	19	...
Elkader	1,350	28	...	...
Estherville ...	5,200	68	50	58
Fort Dodge...	21,248	112	108	95
Independence .	3,683	19	22	...
Iowa Falls ...	4,350	48	...	...
Manchester ...	3,500	14	...	...
Maquoketa ...	3,776	52	49	35
Marshalltown	16,500	44	44	43
Mason City ...	26,000	138	109	115
Muscatine	18,400	49	...	...

STANDARDIZATION

The standardization of the public junior colleges of the state was begun in 1918.¹ This was made necessary because of confusion arising among state educational institutions from the lack of definiteness and uniformity in receiving students from unaccredited colleges. In July 1918, the Iowa State Board of Education adopted the following joint recommendation of President Jessup of the University of Iowa,

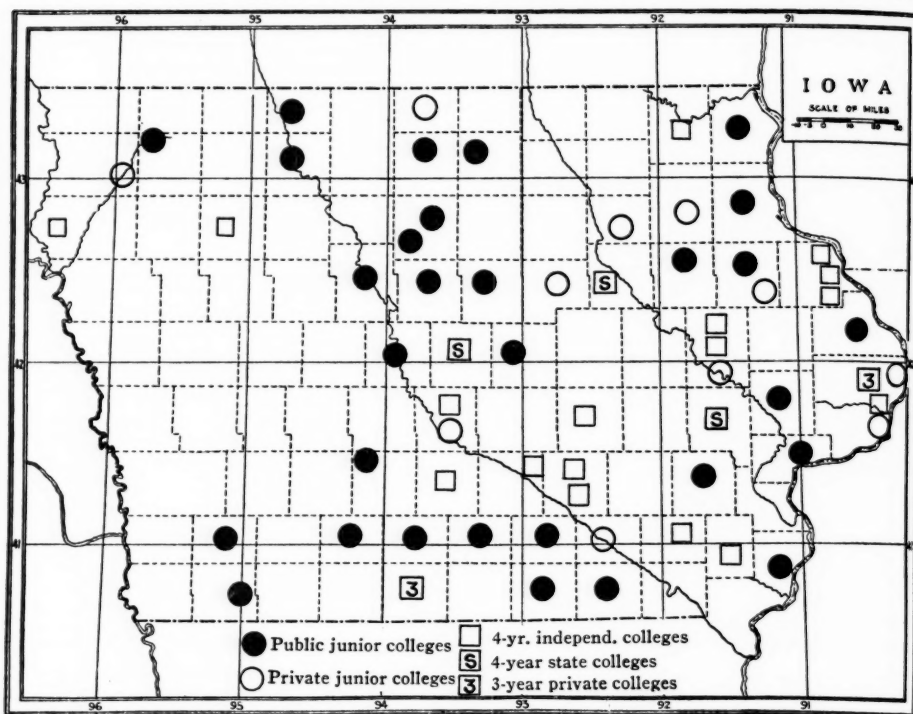
¹ Intercollegiate Standing Committee, Codified by C. S. Cory, Secretary.

President Pearson of the State Agricultural College, and President Seerley of the State Teachers College:

The Presidents of the Iowa State Educational Institutions recommend

ADMINISTRATION

When the General Assembly met in 1927, the authority to administer the public junior colleges was placed in the hands of the State Su-



Map of Iowa, showing location of standard colleges and junior colleges in the state, 1930-1931.

that the State Board of Education authorize an Intercollegiate Standing Committee to determine a uniform policy of admission and advanced standing of students who come to these institutions from other colleges; that said Committee be composed of the registrar and one faculty member of each educational institution to be appointed by the presidents; and that the report of said standing committee be submitted to the governing faculties, and when approved by any two of these, it shall constitute the policy of said institutions until modified by a subsequent report of said Committee.

perintendent of Public Instruction. The law so authorizing reads:

4267b-1. *Junior College.* The board, upon approval of the state superintendent of public instruction, and when duly authorized by the voters, shall have power to establish and maintain in each district one or more schools of higher order than an approved four-year high-school course. Said schools of higher order shall be known as public junior colleges and may include courses of study covering one or two years of work in advance of that offered by an accredited four-year high school. The state superin-

tendent of public instruction shall prepare and publish from time to time standards for junior colleges, provide adequate inspection for junior colleges, and recommend for accrediting such courses of study offered by junior colleges as may meet the standards determined.

STANDARDIZATION

During the past four years the Department of Public Instruction and the Intercollegiate Standing Committee have co-operated in prescribing standards and in inspecting and accrediting the public junior colleges. The standards to be met, as adopted by the State Department of Public Instruction and by the Intercollegiate Standing Committee of the State Institutions of Higher Learning in Iowa, are as follows:

Introduction.—An institution offering only two years of college work should be designated as a junior college. The location of a junior college should be such as to warrant expectation of an adequate enrollment and a proper development of the institution.

Admission requirements.—Not less than fifteen units of standard secondary credit shall be required for unconditional admission to a junior college. The minimum number of units for conditional admission shall be fourteen. Entrance conditions should be removed during the first year and an entering student should be required to register at once for work necessary to satisfy entrance requirements. The student's registration, including work necessary to meet entrance requirements, shall not be in excess of what is permitted by the regulations pertaining to the student load.

Work offered.—A junior college should provide college courses in at least the following fields: English, foreign languages, mathematics, physical

or natural science, and social science. The number and character of these courses should be such as to provide proper preparation for subsequent college work.

Faculty.—The administrative head of a junior college and the instructors in academic subjects (English, foreign languages, mathematics, physical and natural science, and social science) must each have a Bachelor's degree from a standard institution and should have completed, in addition, at least one year of standard graduate work. An instructor in an academic subject who was appointed before a Master's degree was required for the teaching of academic subjects and who does not yet have a Master's degree must spend at least six weeks of each summer vacation at a recognized graduate school in satisfying requirements for a graduate major or a graduate minor. All new administrative heads and all new instructors in academic subjects must have Master's degrees from a recognized graduate school.

In addition to a Bachelor's degree from a standard institution, an instructor in physical training must meet at least the requirements fixed by the State Superintendent of Public Instruction for this work in normal training high schools, and an instructor in mechanical drawing must have earned sufficient credit to meet the requirements in mechanical drawing for a standard degree in mechanical engineering. An instructor in music or in art must have a Bachelor's degree, or equivalent, representing specialization in music or in art, and must have had in addition at least a year of advanced work in the particular branches taught by the instructor.

The teaching of instructors in academic subjects shall be confined in each case to the graduate major and to the graduate minor or minors, preferably to the graduate major.

The maximum load of an instructor shall be fifteen to eighteen periods of

junior college teaching per week, or twenty periods of junior college and high-school teaching, or an equivalent amount of work in classroom instruction, administrative duties, and extra-curricular supervision combined.

Enrollment.—A junior college in its earlier years should have a minimum of 25 students in the first year and 50 students in the two years, the ideal minimum of the fully developed junior college being from 150 to 200 students.

Standards of work.—The work of any course in a junior college should be equivalent in quantity and quality to the work of a similar freshman or sophomore course in a standard college. The regular credit work of a student shall be fifteen hours per week, one additional hour being allowed if desired. Except in the last semester before graduation, extra work should be permitted only in case of superior scholarship and in no case should a student be permitted to register for more than twenty hours of credit work per week. The length of the recitation period and the number of laboratory hours counted as one class hour should be in harmony with the practice of standard colleges.

Library and other equipment.—The library should be properly catalogued and should be under the charge of a competent librarian. The library and laboratory facilities should be adequate for the courses offered. A properly equipped study room should be provided for the exclusive use of junior college students.

Miscellaneous.—When a secondary school is connected with a junior college, the secondary school must be accredited by the North Central Association, if the junior college is to be approved. This standard shall apply to any Iowa junior college beginning work after September 1, 1930, and to all Iowa junior colleges after September 1, 1932.

The location, buildings, and equip-

ment of a junior college should be such as to insure hygienic conditions.

The academic year shall not be shorter than the academic year of standard colleges.

The system of records should show clearly the secondary and college credit of each student. Original credentials brought from another institution should be retained by the junior college.

Junior college credit earned in night school classes and Saturday classes or by correspondence or other forms of extension work may not be used in meeting requirements for a degree from a state institution of higher learning.

Not more than one-half of the collegiate requirements for a degree from a state institution of higher learning may be satisfied by credit earned in a junior college. When the combined credit earned in a junior college and in any other institution of collegiate rank is sufficient to satisfy one-half of the collegiate requirements for a degree from a state institution of higher learning, further credit toward a degree may not be earned in a junior college.

A minimum of sixty semester-hours shall be required for graduation from a junior college.

The diploma granted for completion of a junior college curriculum shall not be called a degree.

TRAINING OF INSTRUCTORS

The requirements in the academic training of instructors have been increased from work toward a Master's degree to the requirement of a Master's degree, and also to the teaching in the major and minor subject. Of the 178 junior college instructors teaching in the junior colleges during the year 1929-30, 148 had Master's degrees and 30 had B.A. or B.S. degrees. Eighteen

of the 30 with B.A. or B.S. degrees are reported as teaching special subjects, such as music, art, speech, and drawing. All instructors in the public junior colleges who do not have the Master's degree are working toward this degree by summer work.

The training of public junior college instructors in comparison with the training of instructors in other colleges reporting may be noted in Table III.²

TABLE III

TRAINING OF IOWA COLLEGE INSTRUCTORS AS REPORTED FOR YEAR 1929-1930

	Number of Colleges	Number of Instructors	Degree		
			Ph.D.	M.A.	B.A. or B.S.
Public junior colleges	28	178	0	148	30
Approved two-year junior colleges reported..	6	42	2	30	10
Three-year private colleges reported	2	30	4	15	10
Four-year independent colleges reported	5	77	3	42	32

SALARIES

Salaries of instructors with Master's degrees in the public junior colleges for the year 1929-30 ranged from \$1,600 to \$3,000 for men and from \$1,400 to \$3,080 for women. The median salary for fifty-four men was \$2,075 and for ninety-four women, \$1,727.

TEACHING LOAD OF INSTRUCTORS

All but 32 of the 148 public junior college instructors with regular academic work carry some high-school

work in connection with their college teaching, the range in total teaching load in hours per week being from one to twenty-seven with a median of eight. The median number of hours devoted to high-school instruction is ten.

LOCAL ADMINISTRATION

The public junior colleges of the state are administered locally by the superintendent of the school, the high-school principal, or by an administrative dean who gives part of his time to teaching. In 1929-30, ten of the twenty-eight public junior colleges of Iowa were administered by the superintendent of the school, the high-school principal, or by an administrative dean who gives part of his time to teaching.

COSTS

Under the law tuition must be charged in the public junior college. In the greater number of colleges the tuition has become established at \$100 per year. In some of these schools, however, tuition has been raised to \$130 per year, while in others it is set at \$90 per year. Table IV shows the tuition charges in the Iowa public junior colleges.

TABLE IV

TUITION IN THE PUBLIC JUNIOR COLLEGES OF IOWA

Number of Schools	Tuition per Year
1	\$130.00
2	125.00
3	120.00
1	108.00
19	100.00
1	95.00
1	90.00

Some communities seem to establish junior colleges with the idea

² Only the smaller independent colleges report to the committee.

that there will be little if any additional cost. It is usually found, however, that the necessary equipment for college use, and higher salaried instructors, are more expensive than anticipated. All costs not met by tuition charges must be met by public taxation.

FUTURE PROSPECTS FOR PUBLIC JUNIOR COLLEGES

Present tendencies indicate that additional public junior colleges may be expected to be established, especially in the western part of Iowa. Note on the map the lack of educational institutions in this portion of the state. It seems quite possible that some of the smaller towns will give up their junior colleges because of lack of students and because of the financial burden. Cresco gave up its junior college at the beginning of the school year 1929-30, and several others have considered taking this step.

In communities where the public junior college is prospering there is coming to be a demand for more than the present narrow academic course. A desire is developing for a course in teacher-training and in some cases for vocational education. During the past year the public junior colleges at Burlington, Creston, Maquoketa, and Iowa Falls have won approval for offering a normal training course, and student from these schools have received certificate recognition. The school at Iowa Falls has also introduced work in vocational training.

If we may accept the prophecy of Dr. L. V. Koos as to the future of the public junior college, it will be necessary for us to anticipate that this institution will have much

to do with hastening the elevation of standards of teacher preparation to the strictly professional level, that to a certain extent the public high school may be expected to repeat itself in the public junior college, and that the junior college plan will be incorporated in the reorganization of the secondary schools, the university, and other institutions of higher learning.³

UNIVERSITY LABORATORY

The junior college stands at the beginning of its career. The scope of the work which will finally be included in this unit of the educational system is not clear. However, it appears probable that the junior college of the future, in many cases, will include a program of three or four years' duration instead of a two-year program as is now found in most of these institutions. In the reorganized university the junior college may or may not be retained as a part of the organization. If it is retained, it is likely to be continued for much the same purpose that university high schools have been retained: as a part of the laboratory school for the training of teachers. Such a proposal has already been made at one of the larger universities. — F. W. REEVES, in "The Liberal-Arts College," *Journal of Higher Education*, October 1930.

The junior college is no longer an experiment, and is in no danger of being harmed by the criticism of scholastic specialists, and no university can be harmed by the junior college movement.—*Journal of Education*.

³ L. V. Koos, *The Junior College Movement*, pp. 260-263.

Foreign Language Situation at Sacramento

LÉANDRE PAVID*

The growth of the Sacramento Junior College is reflected in the ever-increasing popularity and enrollment of the classes in foreign languages. This has necessitated within the past year the organization of new courses and the increase of the personnel. There are now regularly offered three years of French, Spanish, and Latin; two years of German; one of Italian; and elementary Greek and Russian when the demand is sufficient. These courses are closely patterned in nomenclature, content, credit value, and method after the corresponding offerings of the University of California.

Our greatest problem is to make our courses conform to the needs and capacities of our students, for, as time goes on, they are composed of a larger and larger proportion of non-accredited high-school graduates.

The work being done along the lines of curriculum revision in the Sacramento City Schools has led to numerous meetings of the foreign-language teachers from the various units of the system. The resultant exchange of ideas has been of benefit to all concerned. They have been led to discuss and formulate their objectives, to inquire into the effectiveness of their methods, and to take stock of themselves. They have, as a result, arrived at a mutual understanding which will make

for unity of purpose and better coordination.

The Committee on the Correlation of Foreign Languages in the Schools of Sacramento, under the guidance of President J. B. Lillard of the Junior College, has recommended in its report the following general objectives. The writer will use them, in conjunction with a list of suggested objectives which cannot be included here, as a basis for his discussion.

That content, method of teaching, and texts be uniform wherever possible;

That there be proper supervision, enabling instructors to keep in touch both by consulting with supervisor and by frequent conferences with one another;

That there be differentiation of classes, so that each child may have a fair chance, and that achievement tests be given as the best way of accomplishing this;

That students should be dissuaded from taking foreign language by the end of the orientation course if they do not show ordinary ability in language work;

That class enrollments be limited to twenty-five, especially in beginning language;

That following the orientation course a résumé of elementary grammar in English be given before the foreign language work is begun. However, if the eighth and ninth years are used to complete the beginning foreign lan-

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guage, the résumé may be incorporated with the foreign language course;

That students intending to continue foreign language in college be advised to take four years if possible, or a minimum of three years in high school; otherwise they will find themselves seriously handicapped in meeting college requirements, especially in the upper division.

Uniformity of content, method, and credit value is of unquestionable importance in eliminating wasteful overlappings when the student continues a language after progressing from one school unit to the next. The additional uniformity of texts is clearly of value among sections of any given language course within a school unit. Under the present system, however, it is doubtful whether one method might be used advantageously in the junior high school, the senior high school, and the junior college. The latter, using university standards, caters to university requirements. This means a rapid, exacting, quasi-grammatical method. There is little time in class for stimulating digressions on the life, customs, and history of the people whose language is being studied. Neither is there supervised study, nor has the average student sufficient time, with his intensive program and efforts toward self-support, to participate in extra-curricular work of much value.

The university is conservative. It has always insisted (and so will doubtless continue to do so) on emphasizing in the lower division the grammatical and syntactical side of a foreign language. The great ma-

jority of the students who are exposed to a language never get beyond this phase. They care not a fig for this technical knowledge, nor will they ever have occasion to put it to use unless they happen to be preparing themselves for the teaching of this subject. The average beginner could not for the life of him tell the difference between an infinitive and a bunion plaster, and, at the mention of "parts of speech," he very likely visualizes a wagging tongue and flashing teeth. Who cares whether the past participle agrees or not?

We believe that ability to read a foreign language with a fair amount of facility and comprehension is the specific objective of the greatest practical value to the greatest number, and that it need not be reached necessarily by means of grammatical gymnastics. We do not learn our own idiom that way, yet we manage to struggle along—yes, even to command positions of respect. In this day of ready transportation and widespread library facilities, it is an easy matter for anyone to exercise a reading knowledge with profit and enjoyment. Ability to understand the spoken tongue reasonably well will be of increasing value with further development of the radio and the talking picture. In spite of the present vogue for foreign travel, fluency of speech is in general not so essential, but it does tend to arouse enthusiasm and develop the pronunciation.

Now we of the foreign language department have been studying with interest the system instituted at the Junior College of the University of Chicago. We believe it to be a step in the right direction, and hope to adopt a somewhat similar

scheme as soon as possible. Let us teach our beginners to read by repeated contact with text containing an increasing number of words of high frequency, welding them together by means of "recognitional" grammar. *On apprend à lire en lisant.* Let us not attach so much importance to the students' perfunctory conjugation and declension of foreign words—some of those forms occur but rarely, others make no sense. For example, what is the value of drilling on such forms as *je mourus, tu mourus*, and of declining such a phrase as *der längere Schwanz meines besseren Elefanten*?

Let us work for a reasonably good pronunciation, giving the students ample opportunity to hear and speak the idiom. We propose to use in the near future both the phonograph and the dictaphone. The former will help materially to develop not only pronunciation, but also appreciation of foreign culture; the latter will make possible accurate, individual, oral tests which will enable the instructor to show each student clearly his weaknesses and his progress. Surely pronunciation is of enough importance to be taken into consideration when the instructor is determining semester grades.

Since we find so little time in class to touch upon foreign civilizations, their characteristics, their shortcomings, their virtues, and our indebtedness to them, why not organize prescribed lecture courses, conducted in English, to fill the need? They might well be given by members of the foreign language department and designed to yield two or three units of credit for a semester's work.

The junior college might well leave the study of formal, intensive grammar to the fourth semester, thus enabling the student in the first three semesters of any given language to acquire (with the accompanying lecture course) a total of fifteen or sixteen units. This would fulfill the minimum requirement of the Colleges of Letters and Science at the University of California and at Stanford University.

The matter of differentiation is a difficult one. We tried it at this institution, dividing the beginners in French, German, and Spanish into two groups. The basis of division was largely the results of a language aptitude examination administered at the beginning of the semester. We are not agreed, however, as to the benefits of this system after a trial of three semesters, and it has been abandoned for the time being at least. Enrollment at the junior college does not yet warrant classification into the recommended X, Y, and Z groups. The Committee on Differentiation has drawn up certain tentative principles, among which is the suggestion that "differentiation at the junior college should be differentiation within the classroom primarily." Is this really differentiation? In a given class, the instructor must, in fairness to all and to avoid endless complications, adopt a single standard in evaluating ability.

Psychologists tell us that language ability is simply a matter of general intelligence. If this be so, then the average student, especially at the junior college, should be quite capable of learning a foreign tongue, all the more so with the additional burden of conventional grammar removed from the be-

ginning, and with differentiation worked out successfully. There should then be no reason for dissuading any student from taking the subject under discussion.

The suggestion that classes, especially beginning ones, be limited to twenty-five requires no defense. Unfortunately, such matters as unforeseen increase in enrollment and lack of funds are beyond our control, preventing us frequently from realizing our ideal.

The earlier a student may begin the study of a foreign language the better, and, if he be endowed with *Sprachgefühl*, by all means advise him to take as much as possible of this subject in high school. One source of grief to both student and instructor is the fact that the former so often comes to college with a lapse of one or two years in his language experience, and then expects to take up where he left off. Such a situation is a great handicap. It should be eliminated whenever possible by proper counseling in the high school.

The writer makes no claim of originality; on the other hand, he is greatly indebted to his colleagues for numerous suggestions. He realizes full well, too, that the present article is far from exhaustive, and that some important points have not been touched upon. It is his modest hope, however, that it may bring about further discussion, which will help to solve the problems that confront every teacher of foreign languages who is not yet too completely fossilized to realize them.

The junior college meets a condition which makes theorizing unimportant.—*Journal of Education*.

PROPHET OF THE JUNIOR COLLEGE

The distinctive service rendered by the president of Averett College is summarized in an editorial from the Danville (Virginia) *Register*:

The history of Averett College since Dr. J. W. Cammack assumed its presidency in 1927 has been one of increasing growth and prestige. He has raised the standards of the college, he has increased its enrollment, he has secured for it a new music and science building, and is now well on the way toward securing for Averett that most essential of requirements for the modern college, an adequate endowment fund. The material growth of Averett under Dr. Cammack's administration would not have been possible, of course, had he not possessed the vision to see the importance of the rôle that the junior college is playing in higher education today. Dr. Cammack has not only visualized with sureness and practicality the rôle that Averett must play, but he has had the qualities of leadership to inspire the alumnae of the college with the vision also. In the endowment campaign he conducted for the college two years ago, Dr. Cammack succeeded in making Danville, too, realize that the day of specialization in higher education has brought Averett and the junior colleges of high standards everywhere to their day of opportunity.

COLLEGE PRESIDENT AS POET

Dr. Walter P. Steinhäuser, president of The LeMaster Institute, Asbury Park, New Jersey, has had one of his poems entitled "The Two Guests," included in the 1930 *Bookfellow Anthology*, published last month by the Order of Bookfellowes. Dr. Steinhäuser has been writing for educational and literary periodicals for some years, and is at present engaged in re-editing a number of his poems for publication in book form.

Legal Status of Junior College Instructors

JOHN T. WAHLQUIST*

Fortunately, the leaders of the junior college movement have recognized from the very beginning the importance of the teaching problem. More recent developments indicate that the new institution may have created teaching problems peculiar to itself. First and foremost, it is possible that the junior college will have a student body far more heterogeneous as to ability, aims, and needs than that enrolled in a regular four-year college or university. It evidently cannot apply the system of exclusion practiced in higher institutions. It has as a major objective the enrollment of many who would not have the opportunity to attend college elsewhere. For these and other reasons, it appears that the instructor, heretofore sometimes neglected because of the immediate concern with details of organization and administration, must receive more and more attention.

Considered as a group, instructors in junior colleges have had far less training than the standards of state and regional accrediting agencies specify. Obviously, the betterment of the situation must await perfection of the regulatory agencies. The first step is, no doubt, an investigation of the agencies func-

tioning in the field and an analysis of their methods.

The present article is a summary of an investigation of material obtained by sending questionnaires to the principal state school officials, asking for statutes, standards, certification requirements, etc., and to the secretaries of national and regional accrediting agencies, seeking information regarding recent changes in standards.

PRACTICES WITHIN THE STATES

There are at least three distinct methods by which the state may legally control the junior college teaching personnel. First, the state, through a duly commissioned body, may issue certificates directly to the individuals desirous of entering the teaching profession at this level.

Second, the state may designate certain bodies to formulate standards. A standard may be defined as that which is established by authority as a rule for measuring.

Third, although certificates and standards depend upon statutes for authority, a state may see fit to legislate specifically concerning the junior college instructor. A specific statute may be thought of as one enacted directly by the legislature, and not as one enacted through an agency or board by the authority of the legislature.

As a matter of fact, combinations of two or more methods are very common. For instance, the state may certificate the individual in-

* Assistant Professor of Secondary Education, University of Utah. A paper by the same author dealing with the social, economic, and professional status of the junior college instructor was published in the *Junior College Journal* for December 1930.

structor and establish and maintain standards concerning the institution employing him.

A total of twenty-seven states have no provisions whatever regarding the teaching personnel of the junior college — Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Kentucky, Massachusetts, Montana, Nevada, New Jersey, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Washington, West Virginia, Wisconsin, and Wyoming. Four of these do not have junior colleges—Nevada, Rhode Island, Vermont, and Wyoming. Thus, a total of twenty-three states assume no responsibility regarding the teaching personnel of the junior colleges within the state boundaries. Many of the schools are, admittedly, private institutions.

Seven states, which do not issue certificates to junior college instructors or legislate concerning them, maintain standards through the medium of state boards of education—Maryland, New Hampshire, New Mexico, North Carolina, Texas, Utah, and Virginia. Wyoming is in the process of adopting standards.

Kansas, Michigan, and Mississippi may be said to certificate junior college instructors, to legislate concerning them, and to maintain standards on the subject. Minnesota issues certificates and has legislation on the subject. Iowa may be said to certificate and to maintain standards. The remaining states report certification of junior college instructors, although this is capable of several interpretations.

It is evident that the junior college instructor has not received the attention which he merits. Only

fourteen states issue junior college certificates — and California alone issues the certificate on wholly satisfactory terms; eleven states maintain standards; only four have specific statutes concerning the matter. Furthermore, as indicated, there is considerable overlapping. The majority of the states disregard the junior college instructor, probably relying upon the work of interstate agencies.

Haggerty,¹ in 1928, reported no requirements in four states reported in 1930 as having more or less definite requirements, namely, Michigan, Nebraska, New Hampshire, and New Mexico. He was interested in standards set by specific agencies. At present, albeit indirectly, several institutions in either Michigan or Nebraska may legally certificate junior college teachers. Since 1928 New Hampshire and New Mexico have established standards. Arkansas and Idaho, listed with standards established by state boards of education, make no such claim in 1930. Maryland has new standards, Minnesota has new statutes, and Mississippi has new standards and new statutes, although it issues certificates to junior college instructors on the basis of the A.B. degree, including certain prescribed professional subjects, rather than the M.A. degree as reported by Haggerty.

REGIONAL ACCREDITING AGENCIES

In general the standards of the recognized accrediting agencies stand as published in the recent of-

¹ M. E. Haggerty, "Faculty Qualifications for Junior Colleges," *North Central Association Quarterly* (December, 1928), III, 305-309.

ficial summary² and in the comparative study sponsored by the North Central Association of Colleges and Secondary Schools.³

No change is indicated in the standards of the American Council on Education, accepted by the Association of Colleges and Secondary Schools of the Middle States and Maryland and the Northwest Association of Secondary and Higher Schools, which continue to require the Baccalaureate degree, one year of recognized graduate work, and efficiency in teaching. This organization is not an accrediting agency.

The American Association of Junior Colleges, with a membership composed of junior colleges recognized by reputable accrediting agencies, modified the published standards in their meeting at Atlantic City, November 20, 1929. The phrase which follows was stricken from standard No. 7: "Efficiency of teaching, as well as training, both general and specific in the subject being taught, shall be taken into account." This made the requirement wholly scholastic, one year of graduate work. In the writer's opinion, this was a mistake.

No changes in this respect are reported by the North Central Association of Colleges and Secondary Schools or the Association of Colleges and Secondary Schools of the Southern States.

Application of such standards accredits the institution rather than the individual teacher. Most of the studies of standards reflect this

spirit. Whitney, for example, lists four tentative standards for Colorado regarding the "faculty" as a whole, rather than the individual instructor.

At the present time, some have gone so far as to say that the accrediting agencies are having a deadening effect on the institutions which they standardize. It is a fact that many of the standards, possibly too many, deal with the externals of education. Being arbitrary, they are unfair in many situations. Nevertheless, they are born of experience and in the absence of scientific investigations are the best we have. Until it can be demonstrated that the teachers unable to meet standards can teach as well as those qualifying, there should be an earnest attempt at enforcement.

INADEQUACY OF REGULATING AGENCIES

Chief reliance for the regulation of the junior college teaching personnel has been placed upon standards of state and regional accrediting agencies. Standards have not been rigidly enforced. A good share of these irregularities is due, no doubt, to the youthfulness of the junior college movement. On the other hand, schools affiliated with the outstanding agency over a period of years do not adhere to the standards for faculty regulation. The obvious weakness is the inability of the agency to detect cases of non-observance except by laborious study of reports or visitations, both of which are costly and time-consuming. The late discovery of violations makes for forbearance. Furthermore, infractions of rules by institutions call for probation rather than dismissal.

² United States Bureau of Education, *Bulletin No. 7*, 1929.

³ W. A. Cook, "A Comparative Study of Standardizing Agencies," *North Central Association Quarterly* (December, 1929), IV, 371-455.

The standards are not inclusive enough. They reflect in spirit the college and university standards which presume that knowledge of subject-matter is the royal path to successful teaching. They fail to stipulate regarding the specific preparation and the subject actually taught; they rely mainly on degrees held.

Up until the present there have been very few attempts to certificate junior college teachers as such. The notable exception is California. Elsewhere, when reliance is placed upon certification, the certificate commonly accepted is the same as that granted the teacher in the regular high school.

IMPROVEMENT OF INSTRUCTION

Chief reliance must always be placed on the standards of regional agencies as far as private junior colleges are concerned. Until such time as the states certificate junior college teachers, these standards must also be relied upon for the regulation of the faculties of the public junior colleges. Accordingly, the standards should be so shaped that they insure the proficiency of the instructor in every subject taught. The standards must go beyond the Master's degree or equivalent, with inferred teaching success, and specify the relation of subject-matter studied to subject-matter taught, and should require professional courses, including practice teaching. The administrative difficulties involved in checking the individual teacher's preparation rather than checking the institutional reports may prohibit this procedure. Meanwhile, we might turn elsewhere to an agency which

can deal directly with the individual instructor.

Certification of the instructors in the public junior college is highly desirable. The majority of the teachers have taught in public high schools and are inured to certification. Furthermore, the administrative boards or commissions are at hand in the state school office, where certification may become mere routine. This procedure also affords the only sure check on the preparation in the specific subject-matter taught and on the professional work completed.

REASONABLE STANDARDS FOR INSTRUCTORS

Standards based on the practices in vogue in the junior colleges throughout the country may have temporary value for the individual school on the lower end of the scale. When the junior college movement is realized and the institution somewhat more nearly crystallized, it may be desirable to establish standards after the manner of the teachers' colleges.

The standards of recognized state and regional accrediting agencies are not so far-reaching as could be desired. They reflect the older college standards, relying largely on degrees, ignoring professional courses, and neglecting teaching assignment.

At the present moment it would seem the height of wisdom to retain the usual standard specifying the Master's degree or its equivalent, but to modify it in such manner as to prescribe professional courses, especially practice teaching, and to insure instruction in only the subjects of specialization in graduate study.

Impressions of the Berkeley Convention

"What were your most vivid and significant impressions of the junior college convention at Berkeley in November?" This question was put to all living past presidents of the American Association of Junior Colleges, and to some of the other outstanding leaders from all parts of the country. Their replies, representing a wide variety of viewpoints from all classes of junior colleges, are given below.

FROM PAST PRESIDENTS

Ten years ago the uppermost thought in the minds of many of those identified with the beginning of the American Association of Junior Colleges was, Will the interest abide? can the organization be made of genuine value in the educational life of the nation? The answering of this question in the affirmative by the present vitality and achievement of the organization as recorded in the Berkeley convention was the outstanding impression that I received from the meeting. Twenty-five years ago I became thoroughly convinced that the most significant movement in education in America in my day and time would be the college movement. The quarter of a century progress in this work has fully demonstrated that this impression was not a mere dream. I have been and am interested in both preparatory and terminal courses. I think of all these things, however, in terms of the middle adolescent's need for proper guidance through these emotional periods of his life. If the junior college can originate and preserve the genuine college spirit that has been the very soul of higher education in this country and make this spirit dominate in the lives of the multiplied thousands of boys and girls in the junior colleges it will, I think,

have accomplished its greatest good. It is a school not only where boys and girls are to learn by doing, but where in a congenial atmosphere they may dream dreams and see visions. May the spirit of our organization furnish this inspiration for every such school in our land.—GEORGE F. WINFIELD, Brookhaven, Mississippi (1921-22).

In my judgment, the Berkeley session of the American Association of Junior Colleges was the best that has yet been held. The program and the discussions were kept on a high level and dealt with significant problems. The high-water mark of the session was the address of President Sproul at the dinner on Tuesday night when he pledged to the junior college men the co-operation of himself and of the faculty of the University of California. Under the leadership of Berkeley, Stanford, and a wide-awake State Department, the secondary school men of California should begin at an early date to make contributions that will be significant not only in California but throughout the country.—JAMES M. WOOD, Columbia, Missouri (1922-24).

To me the Association meeting at Berkeley presented a rare opportunity to renew friendships and to learn what these friends were thinking and doing in the solution of junior college problems. It was a convention of outstanding addresses and activities. The report of the standards committee, formally accepted there, establishes standards so superior to those adopted at the time of our Memphis meeting that it is hardly recognizable as an effort to the same end. In all ways the work of the Association is meeting with gratifying success.—LOUIS E. PLUMMER, Fullerton, California (1924-25).

I have attended all but one of the meetings of the American Association of Junior Colleges since its organization in St. Louis in 1920, and to me the recent meeting held in Berkeley, California, was the most valuable. In the first place, it gave me the opportunity of visiting California and getting better acquainted with the wonderful system of junior colleges in that great state. I expected much, but "the half was never told." This feature alone was worth to me the trip across the continent. The manner in which California is pouring its money into education, especially into its more than thirty public junior colleges is marvelous to one from the conservative East. The program was well planned and most helpful to the delegates present, representing more than twenty states. In my estimation this was the most outstanding meeting in the history of the organization.—H. G. NOFFSINGER, Bristol, Virginia (1925-26).

It was my good fortune to attend the first meeting at which the American Association of Junior Colleges was organized and every one since except one. The annual convention just closed indicated that the junior college movement has entered upon a steady stride of achievement. Practically all of the addresses were of solid worth and most of them based upon extensive data and research. The American Association of Junior Colleges has become a working convention. Both practitioners and theorists in the field are entering a period of research with which the conventions of the Association will undoubtedly be rather completely absorbed in the next few years.—LEWIS W. SMITH, Berkeley, California (1926-27).

I have been very much interested in the growth and development of the work of the American Association of Junior Colleges. The major part of the

programs of the earlier meetings of the Association was devoted to such questions as the recruiting of students, training and qualifications of faculty members, meeting requirements of accrediting agencies, etc. From year to year the programs have become more professional in content. The meeting at Berkeley, California, revealed that some of the most interesting and valuable experiments in the field of higher education are being carried on by the junior college.—EDGAR D. LEE, Columbia, Missouri (1927-28).

I was thrilled with the very large attendance from so many states as well as the enthusiasm manifested by the educators of California. It was certainly a source of inspiration to find so many of the junior college representatives in attendance, especially at this time when there is so great a cry of distress concerning finances throughout the country. To my mind this unusual attendance is indicative of the determination of the educators of the country to support the junior college movement with a zeal that will prove most effective. Too much praise cannot be given to the officers who prepared the program as well as those who took part. The program from beginning to end was a great source of inspiration and information. Particularly did I enjoy the friendly hospitality and association with the college men of California.—J. THOMAS DAVIS, Stephenville, Texas (March-December, 1928).

With a meeting-place that was ideal from the standpoint of exclusion of outside interests, those present were able to focus their attention on the program itself, and during the intermissions were constantly together exchanging information mutually helpful. The program had meat for all in school administration. Peculiar problems were dealt with in an open-minded, frank way by the various speakers,

which, whether agreeable to all present or not, at least served to impress upon us the worth-while advantages of attacking these problems. The presence of many visitors in the general field of education indicated the importance of our movement. The challenge of the years ahead is to justify by continued good works the advantages already gained by the movement. Lillard's presidency has been especially appreciated. Campbell, as secretary, gives continuity as well as valuable counsel to the work of the Association.—JOHN W. BARTON, Nashville, Tennessee (1928-29).

OTHER NON-CALIFORNIA DELEGATES

I have attended conventions for the past five years and I think the Berkeley convention was up to the standard of the previous ones if not superior.—HARRY B. ANSTED, Wessington Springs Junior College, South Dakota.

I found the meetings of the Association at Berkeley this year both interesting and highly profitable. The adoption of a set of standards to be used as a guide for junior colleges, both in prospect and in operation, marks a distinct forward step in the progress of the junior college movement. While these standards may not be directly applicable to the situation here in Idaho, where the only junior college is operated under the direct control of the State University, they will give us assistance in working out some of our problems and help us to forecast the probable trend of the future development of the movement in this state.—E. J. BALDWIN, Southern Branch University of Idaho, Pocatello, Idaho.

The junior college has a bright future if this convention just past is at all indicative. Higher standards than ever before have been set and are being attained by the leaders of junior college work. It was a privilege and

an inspiration to attend this meeting, and make the acquaintance of those who are giving their lives to the development of our educational program.—RUTH BARNARD, National Secretary Phi Theta Kappa, Lincoln, Nebraska.

To me, there were three features outstanding at the meeting of the American Association of Junior Colleges, at Berkeley, California: First, a representative attendance of leaders in the junior college field; second, a program so carefully prepared as to cover all of the problems of major interest to junior college administrators; and third, speakers on the program of outstanding ability, who had given sufficient thought to the subjects to be discussed to make what they had to say of very great interest to those who listened.—J. L. CREECH, Cumberland College, Williamsburg, Kentucky.

A program well planned and a convention efficiently directed were our first and last impressions of the Berkeley convention. Too much credit cannot be given to the secretary of our Association, for, in the last analysis, he it is who plans and directs it all. We do not forget that Doctor Lillard presided graciously and well, but he himself said, when complimented upon the manner in which he presided, "If well done, do not forget that I had an able assistant." A happier selection could not have been made than was made in having Doctor Eells as the final speaker on the convention program. The subject chosen by him for consideration early caught the interest of all in attendance, but that early interest was not greater than that clearly manifest throughout the presentation of the paper. The clean-cut analysis of the subject and its logical development impressed all. This convention gave added proof that the junior college has come to be a very important feature of our educational system; one that will grow in value with the passing

years. Personally, we do not feel that it is either a "glorified high school, or the basement of the college or university."—F. S. MAGILL, Penn Hall School for Girls, Chambersburg, Pennsylvania.

In spite of the 200 delegates from twenty-two states, it was a California convention, with half the delegates from the weather-profit state, with a California program, presided over by a California cheerio, manned with California spellbinders, loaded with California educational fruits. It was a sunkist, pure brand, sweet, full-pack and first-class in every respect. This was exactly as it should be, for is not California the golden embodiment of American education, the father of the best brands of junior institutions, and the greatest mother of junior colleges, having at least fifty in her educational family, and a formidable array of professorial nurses committed to their proper bringing up? Yet, it might have been illuminating to the California delegates to have learned how the junior movement is getting on in New England and Arkansas, and the manner of child it might be in other foreign parts! President Sproul told us that the junior college is not a prep school, although its graduates are pounding the doors of the university professional schools, and Professor Eells told us that the junior college cannot possibly grow longer, and must be content to get fatter and fatter, even though it is only a neck in the educational system.—THOMAS F. MARSHALL, Crescent College, Eureka Springs, Arkansas.

My impressions of the recent convention of the American Association of Junior Colleges may be summarized in three sentences. First: It is wonderful to see representatives of so many divergent, individualistic, and experimental interests pulling together in a common cause. Second: The junior college movement will not eliminate

the four-year liberal arts college in our generation, but will develop rapidly and flexibly as a powerful adjunct of liberal education rather than as a substitute for it. Third: The usefulness of the Association is greatly increased by the launching of the *Junior College Journal* as a depository for the results of the productive research inspired by the Association and the *Journal*.—O. A. TINGELSTAD, Pacific Lutheran College, Parkland, Washington.

The annual convention of 1930 has formed an important part, I am sure, of the history of the junior college movement. As an index of progress, it is noteworthy; as a foundation for further advancement in the many phases of junior college work, it is invaluable; and from the standpoint of thorough, clear-cut, and thought-provoking discussion, it is outstanding. To have attended such a convention, efficiently planned and organized by President Lillard, Secretary Campbell, and their co-workers, in the delightful hospitality of California, was a real privilege.—G. H. VANDE BOGART, Northern Montana School, Havre, Montana.

I have attended all the meetings of the American Association of Junior Colleges, save one. My own opinion is that the Berkeley meeting made a larger contribution to the study and understanding of some of the fundamental junior college problems than has been made by any previous meeting.—S. J. VAUGHN, Colorado Woman's College, Denver, Colorado.

The highest praise contains possibly some shades of qualification; however that may be my impressions and memories of Berkeley, California, and the sessions of the American Association of Junior Colleges are most happy. All the extravagant tales I had heard about golden California were justified as our train passed from snowy mid-winter in the Sierras down into the bright

summer of the Sacramento Valley, into the charm of beautiful Berkeley, and the Bay and city of San Francisco spread out beneath perfect skies. The hospitality of our Western friends seemed as spontaneous and considerate as anyone could have wished. We men from the East, wise or otherwise, were made to feel that at every turn we were among kinsmen of the mind and heart.

The Association has now in one respect justified its implied claim to be a national organization, for it has met in the mid-west, the deep south, the far east and now most fittingly in the extreme western limit of the continent. In the meetings of the Association there were certain emphases. For one thing the public junior college stood out in the forefront very properly and as one would expect. California has taken the lead in developing a state system of public junior colleges.

Any observer at the edge of our meetings trying to philosophize might be forgiven for wondering just what we are trying to do. Everybody must admit that part of the time we are running around circles in a fog. But that aspect is not peculiar to junior colleges; schoolmen, college men, university men, admit they need much more light than they now have for leading. If you ask a group of wise ones what education is, the answer will be no symphony. Yet I think we got some light at Berkeley. And yet again underneath the surface of discussion and argument there are not wanting signs of a deeper unity of feeling and action. Perhaps the differences are thrust into the foreground for the very reason they are differences and hence more provocative of thought. The obvious is not discussible. My captive memories of California I propose to keep as long as possible. One often feels he would like to know some people better. I feel I should be happier if I could know my California friends better.—WARREN W. WAY, St. Mary's

School and Junior College, Raleigh, North Carolina.

As an "initiate" at the Berkeley Convention, I was impressed by the spirit of the group. This was a spirit of (1) genuine cordiality; (2) willingness to express fearlessly one's own opinions, and to listen sympathetically and openmindedly to those who held radically different opinions; (3) readiness to admit that no one yet knows just what is the optimum type of educational organization or of educational offering, but desire to evolve a thoroughly sound educational program for each individual, based on his or her own capacity, ability, tastes, and probable future plans; (4) determination to cooperate with all existing educational agencies and practices, but also to introduce innovations in organization, methods, and aims wherever the needs of individual members of society seem to demand educational opportunities additional to and different from those already presented. It was a convention of men and women keenly alert to the educational problems of the present and the future, as well as to the educational practices of the past.—THEODORE H. WILSON, Chevy Chase School, Washington, D.C.

LOCUST GROVE DISCONTINUED

Word has been received that Locust Grove Institute, at Locust Grove, Georgia, has been discontinued. This was a Baptist junior college which was organized in 1916.

"THE JUNIOR COLLEGE IN AMERICA"

So great has been the demand for Dr. F. L. Whitney's *The Junior College in America*, first published in 1928, that a second edition has just been announced by the publishers, the Colorado State Teachers College of Greeley, Colorado.

The Junior College World

CRESTON JUNIOR COLLEGE, IOWA¹

The Creston Junior College and Senior High School building was completed in 1926, at a cost of \$350,000. Classes were first held in the building in September of that year. The capacity of the plant is approximately one thousand students. The junior college is located on the second floor of the east section of the building and consists of the office of the Dean of the junior college, the college library which can accommodate one hundred fifty students, the office of the Dean of Women, girls' social room, engineering drafting room, and several recitation rooms. The science laboratories and lectures rooms, which are used jointly by junior college and senior high-school classes, are located on the third floor. Other units that are used jointly by both institutions are the auditorium and the gymnasium. The auditorium has a seating capacity of 1,400 with an unusually large stage, orchestra pit, and dressing-rooms. The stage is equipped with several sets of scenery and a Steinway concert grand piano. The gymnasium has a playing floor of 40×90 feet and seating arrangements for 1,200 people. Adjacent to the gymnasium are large, well-equipped locker and shower rooms for both men and women, offices for the directors of physical education, and team rooms for visiting athletic teams. The

cafeteria is located on the first floor. The music room, which is well equipped for glee clubs, band, and orchestra, is located one half-story above the third floor, which, while easily accessible, is somewhat removed from the reception rooms. The spacious, well-lighted corridors are fitted with the latest type of lockers, each student having an individual locker. The building is of sufficient size and arrangement so that the junior college and the senior high school may be conducted simultaneously without either being handicapped in any way. The exterior of the building is in keeping with the well-appointed finish and furnishings of the interior.

Creston Junior College was established in 1926. Since that time, including this year, we have enrolled 322 different students, of whom 189, or 59 per cent, have been from the local high school and 133, or 41 per cent, have been students from other high schools. During this entire period we have had thirty-six towns, exclusive of our own, represented in our junior college. The neighboring high school which has furnished the greatest number during this period reaches a total of 27, the next 17, and so on down to just one student. This year seventeen high schools besides our own, are represented in our enrollment. We are fortunately situated to secure students from surrounding towns, as the nearest four-year college is approximately sixty-five miles distant and the closest junior

¹ See Frontispiece.

college thirty-three miles, with the next closest fifty-five miles.

Superintendents and high-school principals of the neighboring towns are usually very friendly to the junior college and give us much helpful information concerning prospective students, such as a list of the graduating class, and names of former students not now attending college, who might be interested in doing so. All advertising material is sent to these graduates. Newspaper advertising in out-of-town newspapers is very helpful. The logical time for this seems to be at the time of graduation and then again just before college opens in the fall. We feel that the results obtained warrant this expenditure for advertising. Our local Chamber of Commerce has helped materially in the cost of advertising. Seniors and faculty members of neighboring high schools are given complimentary tickets to a college dramatic production or an athletic event. We have had as many as 400 non-local high-school graduates in attendance at one of our dramatic club plays as our guests. A representative of the junior college faculty calls upon graduates in the surrounding high schools and presents in a business-like manner the advantages our junior college has to offer for the first year or two of his college education.

We believe that the foregoing methods are all effective in interesting students in attending our junior college, but we feel that the most important factor in maintaining a satisfactory enrollment over a period of years is the factor of offering academic work on a recognized college level. During the first two years of the college's existence,

only an academic course was offered. This course is largely basal for many of the professional courses. Students desiring to complete professional courses are allowed to elect subjects that meet their special requirements.

In September, 1928, a two-year teacher-training course was inaugurated. This course offers two curricula, the curriculum for primary teachers, and the curriculum for elementary teachers. This course is authorized by the State Board of Educational Examiners of Iowa.

CENTERVILLE JUNIOR COLLEGE

The citizens of Centerville, Iowa, are priding themselves on the fact that when their junior college opened on September 2 of the current school year it possessed a faculty with high qualifications. All of the instructors are candidates for the degree of Ph.D., and have fulfilled all residence requirements toward the degree. Two are working on theses during the school year, one hoping to receive the degree next fall. All have also had teaching experience of five years or more in their particular fields.

CLARINDA JUNIOR COLLEGE

Last year when our enrollment reached one hundred, we thought that it was so unusual that we would probably never reach that mark again, but our enrollment this fall has again reached that mark. Our students come from twenty-three towns of southwestern Iowa and northwestern Missouri. The freshman class ranks two points above the norm for the freshmen at the State University of Iowa on

the Iowa High-School Content Examination. A two-year teacher-training course has been added this year.

FORT DODGE JUNIOR COLLEGE

At the junior college of Fort Dodge, Iowa, there are 111 students enrolled for the first semester—66 boys and 45 girls. Out of this number, sixty, or a little over 50 per cent, are earning money in some way in the community. Of these students 18 are girls and 42 are boys. Of these 60 students, 7 are employed only occasionally and make no real effort to earn more than a little spending money at odd times. Of this group, 11 more are employed Saturdays only; but some of them put in a full day, ten, twelve, and thirteen hours being reported as a regular Saturday's work by several boys. This makes a total of 18 students out of 60 who work at odd jobs occasionally or who are employed on Saturdays only. The remaining 42 have regular employment practically every day in the week, varying from one hour a day to an average of about five hours a day.

It has been recognized in all schools where students must earn part or all of their way that the academic load must be adjusted so that the student will have time and strength for both. This means that a student who must spend a great deal of time in some gainful occupation cannot carry a full college load. We find our local institution caring for its students in this matter. A full college load runs from fifteen to seventeen hours and we find thirty-seven students carrying less than the full fifteen to seventeen hours of work.

MARSHALLTOWN, IOWA

The percentile scores made on the Iowa Placement Examinations in September 1930 form a basis for comparing the scholastic ability of forty-seven freshmen in the public junior college at Marshalltown, Iowa, with that of approximately 1,000 freshmen in the State University of Iowa.

The data show clearly that more than one-half of the freshmen in the Marshalltown Junior College are in the two upper quarters of ability, as revealed by their percentile scores on each of the four examinations. It is safe to conclude that the ability of the Marshalltown students to carry college work is equal to that of the freshmen at the State University of Iowa, and that students of high scholastic ability are attending the public junior college in Marshalltown.

WASHINGTON JUNIOR COLLEGE

With the increase of the enrollment in the Washintgon (Iowa) Junior College from twenty students in 1927 to sixty in 1929 and eighty in 1930, conditions seem to warrant the introduction of new administrative devices to deal efficiently with the enlarged student body. A Student Personnel Bureau has been organized to meet this need. It is administered through the office of the Dean. The aim is to keep each student's level of achievement equal to or exceeding his level of ability. At the beginning of the year an extensive testing program was given to all the students in the college. These tests were used to determine the student's level of ability. At the end of each nine-weeks period the stu-

dent's grades are used to determine his level of achievement. At the end of the first nine-weeks period 68 per cent of the students were achieving at or above their level of ability. Students are counseled in terms of these findings and various remedial measures suggested for those whose level of achievement is below the level of ability. A course on "How to Study" is likely contributing to the success of the personnel bureau. This course is given by members of the faculty as part of the weekly assembly.

NORTHWESTERN JUNIOR COLLEGE

Northwestern Junior College is a denominational school, owned and controlled by the Reformed Church in America, and is the only junior college operated by this denomination. It is located at Orange City, Iowa. It was organized in connection with the Northwestern Classical Academy, which was established by this denomination in 1882, and was expanded into a junior college because of the difficulty experienced in maintaining an academy by itself. The General Synod of the Reformed Church was somewhat doubtful as to the success of the experiment, and consequently granted its approval for the operation of the junior college only for a period of three years as a trial period to see how successfully it could be operated and financed. Northwestern Junior College today ranks as a successful institution, with fifty students, offering 170 semester-hours of college work, and its future is assured because of the large interest in it by the people of the entire county. It has had the effect of largely increasing the en-

rollment of the academy and interest in this department also.

OTTUMWA HEIGHTS COLLEGE

The Ottumwa Heights College, established in 1925, is a private junior college for women conducted by the Sisters of the Humility of Mary. Located on a campus of one hundred twenty-five acres in the suburbs of Ottumwa, Iowa, it offers the advantages of a boarding and day school to the 105 resident and non-resident students enrolled.

The junior college holds membership in the North Central Association of Colleges and Secondary Schools, the American Association of Junior Colleges, and the National Catholic Education Association. The teacher-training course is accredited by the Iowa State Board of Educational Examiners, which issues to the graduates of this department state teachers' certificates. Three laboratory grade schools, one on the campus and two in the city, offer facilities for supervised practice teaching. Excellence of scholarship is recognized by the election of superior students to membership in the Psi chapter of Phi Theta Kappa.

In addition to the minimum of 60 semester-hours and 90 curricular grade points, candidates for the junior college diploma are required to earn ten extra-curricular grade points in extra-curricular activities. Golf, tennis, baseball, basket ball, volley ball, and gymnasium work offer diversion in athletics. The Junior Journalists publish a quarterly magazine, *The Purple and Gold*. The Ottumwa Heights Dramatic Club has the distinction of having the largest membership per-

sonnel of any Wapello County club ever federated with the Iowa Federation of Women's Clubs. The glee club, string ensemble, and orchestra supplement the work of the music department, as the French and Spanish clubs supplement that of the Romance Language department.

It is the aim of the college authorities in a school of limited enrollment to emphasize the personal touch in the "humanizing" of education.

JUNIOR COLLEGE OF CONNECTICUT

Contracts for a new physics addition to the main plant have been let, and construction is now under way. This will increase the student accommodations to 200. President E. Everett Cortright installed the officers of the Alpha Iota chapter of Phi Theta Kappa in mid-December. The institution announces gifts of \$205,000 on the three-year campaign for a building and endowment goal of \$667,000.

JUNIOR COLLEGE IN UTAH

An article in the *Salt Lake City Tribune* for November 7 indicates that the State Board of Education, while favorable to a public junior college program for the state, feels that the time is not auspicious for bringing it before the legislature in 1931. It says: The State Board of Education is for junior colleges—in theory. But in practice—no; not at the present time.

The resolution setting forth the board's policy as to junior colleges sets forth in its preamble that, following legislative debates, Governor George H. Dern had asked the board to make a study of the junior col-

lege situation with particular reference to the needs of Utah. The fact-finding part of this work was assigned to a committee made up of I. L. Williamson, state high-school inspector, chairman; LeRoy E. Cowles of the University of Utah; E. A. Jacobson of the Utah State Agricultural college; J. T. Worlton of the Salt Lake City schools, and Loftor Bjarnason, grammar grades supervisor in the state offices. Its report has been submitted and studied by the board. The resolution continues:

Whereas, the board is of the opinion from the information contained in the report, and its own independent investigations, that the junior college should eventually become a unit in the educational system of this state, but feels that, in view of the present financial depression, the prospective decrease in revenues, and the consequent probability of a higher tax levy, it is inadvisable to enact any legislation at the 1931 session of the legislature looking to the establishment of junior colleges.

Now therefore *Be it Resolved*: That the chairman be requested to submit to the governor a copy of the report of the fact-finding committee, with the recommendation that no legislation looking to the establishment of junior colleges be passed by the 1931 legislature, and that this board be permitted during the next biennium to make a further study of the question.

The report gives a history of the junior college movement, and discussed the place and function of such institutions in the present-day education system. It went so far as to give a hypothetical districting of the state, using a minimum of 500 high-school students to a district in which transportation to a common center would be practicable, and where the wealth of the district

might be thought sufficient to make possible such an institution.

One section of the report discussed administration and still another financial problems. This latter, which was studied particularly by the board Thursday, questioned the financial ability of the state to finance such a system at this time, and went over the revenue resources, showing that funds are already inadequate for elementary and high schools in many sections. The fact-finding committee at that time found no source of additional revenue, which, in some of the states having such colleges comes from the areas served.

In the hypothetical districting of the state, Cache, Salt Lake, and Cedar City were eliminated from consideration as already having senior or junior colleges. It was found that, on the basis of high-school students and assessed valuation used, Box Elder County, Ogden and Morgan counties, Utah and Juab counties, Sanpete and Sevier counties, Carbon and Emery counties, and Summit and Wasatch counties would pass the minimum figures tentatively used.

JUNIOR COLLEGE AT N.E.A.

President E. E. Oberholtzer of Houston (Texas) Junior College has arranged a program covering two mornings for the junior college section of the Department of Superintendence at Detroit in February. The sessions will be held Tuesday and Wednesday mornings, February 24 and 25, in the Arabian room of the Hotel Tuller. The general theme for both sessions will be, "The Public Junior College as an Agency of Democracy."

For the first session the following program is announced: "Democratic Support—The Financial Aspect," Dr. Walter C. Eells, Stanford University, Palo Alto, California; "Democratic Support—The Social Aspect," Dr. Doak S. Campbell, Peabody College, Nashville, Tennessee; Discussion led by Dr. Frederick Eby, University of Texas, Austin, Texas.

For the second session the program will be: "The Curriculum as Related to the General Educational Aspect," Dean W. S. Gray, School of Education, University of Chicago; "Organization and Public Relationship Aspect," Dr. Grayson N. Keffauver, Teachers College, Columbia University, New York; Discussion led by Dean F. L. Whitney, Colorado State Teachers College, Greeley, Colorado.

1931 EDITION OF "FIRST THE BLADE"

Volume Four of *First the Blade*, the California anthology of student verse sponsored by the Intercollegiate Fellowship of Creative Art, will be published in May, 1931, by the San Bernardino Valley Union Junior College, assisted by the University of Redlands, which will act as "president school" to the publication.

This edition, one of five hundred copies, will be the largest in the entire history of the volume, William Robert Miller, student editor, and Dr. Tempe E. Allison, faculty adviser, announce. Five hundred poems by 157 students were submitted for publication last year, but an even greater number of contributions are expected for the 1931 *Blade*, in view of the many and diversified prizes.

Awards will be made to the authors of verse of the most promise; the best poem or group of poems on a California subject; the best poem based on Arthurian romance; and for the best humorous verse (not parody). Prize winners in each of these divisions will be chosen by judges of international fame as poets and verse critics, which fact assures intelligent and impartial decisions. Manuscripts cannot be returned, but will be kept in the files of the San Bernardino Junior College library for future reference.

CALIFORNIA ENROLLMENT

The following report of enrollment in the public junior colleges of California has been furnished the *Junior College Journal* through the kindness of Walter E. Morgan of the State Department of Education. It gives an enrollment in the two types of public institutions as reported on October 17, 1930 of over twenty thousand students. Judging from the experience of past years the total enrollment for the year will run much higher.

DISTRICT JUNIOR COLLEGES

College	Total	Regular	Special
Chaffey (Ontario) ...	807	486	321
Compton	515	476	39
Fullerton	461	435	26
Glendale	574	551	23
Long Beach	1,310	1,004	306
Marin Union (Kentfield)	509	380	129
Modesto	784	623	161
Pasadena	1,528	1,430	98
Riverside	774	415	359
Sacramento	1,895	1,251	644
San Bernardino Valley Union	3,288	411	2,877
San Jose	691	691	0
San Mateo	963	676	287
Santa Ana	642	542	100
Santa Rosa	303	270	33
Yuba County (Marysville)	181	173	8
Totals	15,225	9,814	5,411

HIGH-SCHOOL JUNIOR COLLEGE COURSES

College	Total	Regular	Special
Antelope Valley (Lancaster)	30	29	1
Bakersfield	359	292	67
Brawley	34	34	0
Central (El Centro) ..	114	114	0
Citrus (Azusa)	114	105	9
Eastside (El Centro) ..	8	5	3
Fresno	291	291	0
Fresno Technical ..	42	42	0
Lassen (Susanville) ..	40	24	16
Los Angeles	2,537	2,507	30
Pomona	140	132	8
Porterville	111	108	3
Reedley	72	60	12
Salinas	78	61	17
San Benito County (Hollister)	272	115	157
Santa Maria	158	89	69
Santa Monica	355	355	0
Taft	159	119	40
Ventura	160	115	45
Visalia	139	139	0
Totals	5,213	4,736	477
Grand Total	20,438	14,550	5,888

CURRICULUM RESEARCH IN 1929

In an article on "Types and Fields of Curriculum Research in Secondary Education during 1929" in the November *School Review*, Professor H. R. Douglass, of the University of Minnesota, discusses 74 research studies made during the year. Of these he found that 39 dealt with the junior high school, 32 with the senior high school, and 7 with the junior college. Concerning the latter he says, "Apparently research to determine the instruction which shall be given in the junior college is just beginning. It is to be hoped that research on this level will be forthcoming before a traditional curriculum has crystallized in this new institution." It should be mentioned, however, that many researches in the junior college field are classified as collegiate rather than secondary.

EXTENSION COURSES AT YAKIMA

According to a recent issue of the *Galaxy*, of the Yakima (Washington) Junior College, evening extension courses in public speaking, economics, and elementary French were organized in November. It was planned to offer courses in chemistry, zoölogy, and mathematics also if there was sufficient demand.

STUDENT-BODY CONFERENCE

The ninth semi-annual convention of the California Junior College Student Body Presidents' Association was held at Sacramento Junior College December 12-13. The principal addresses were given by Hunter Thurmond of Sacramento on "Financial Problems" and by Lester O'Meara on "Co-operation and Unity in Student Activity."

SARAH LAWRENCE ENROLLMENT

The wide geographical distribution of students enrolled this year at Sarah Lawrence College, Bronxville, New York, is shown by the following data taken from a recent issue of the student weekly, *The Campus*:

Of the 240 students now attending Sarah Lawrence College, 4 are third-year students, 87 are seniors, 140 are freshmen, and 9 are special students. These represent thirty-one states of the union as well as the District of Columbia, and the percentage is as follows: 60 per cent from the eastern states, 24 per cent from the Middle Western states, 9 per cent from the southern states, and 7 per cent from the Far Western states.

Those states principally represented are: New York by 84 students, Pennsylvania by 16 students, Ohio by 14

students, Michigan by 12 students, Massachusetts by 12 students, New Jersey by 11 students, Illinois by 11 students, California by 10 students, Virginia by 9 students, Connecticut by 9 students.

CONVENTION ISSUE

The Pony Express, the student paper of Sacramento Junior College, devotes almost its entire issue of December 10, consisting of eight large pages of news size, to a report of the Berkeley Junior College Convention. Full reports of most of the addresses are given.

PRESIDENT WARREN

The Campus, the student weekly of Sarah Lawrence College, in an editorial at the conclusion of the first year of service on the part of the new president, says:

A year has passed since Miss Constance Warren assumed the responsibilities of the presidency of Sarah Lawrence College. It is not to be thought that she has merely assumed responsibilities, for the chairmanship of such a revolutionary enterprise as is this progressive college consists of more than guiding the ship and aiding a few stray souls. The position demands other actions besides the occasional touch of an accustomed hand to machinery that is almost able to run of its own accord. The president of Sarah Lawrence is a pioneer in progressive education, and she must have a varied background of intelligence, experience, ability, and understanding to accomplish the job successfully. And now after a year we feel that President Warren most certainly has command of the situation and can lead the college to the keen success that is expected of it.

Across the Secretary's Desk

THE BERKELEY MEETING

Twenty-one states and the District of Columbia were represented in the eleventh annual meeting of the American Association of Junior Colleges when it met in Berkeley, California, November 18 and 19. A total of 168 persons registered, and approximately fifty visitors attended one or more sessions and did not register.

California supported the meeting splendidly. Thirty-four junior colleges were represented by one or more members of their faculties, while practically all the higher institutions in the state were represented.

Superintendent L. W. Smith and various members of the staff of the Berkeley schools contributed much to the success of the meeting by looking after all local arrangements.

Every person who had accepted a place on the program was present with the exception of Superintendent Vierling Kersey, who was kept away on account of illness in his family. Dr. Nicholas Ricciardi, Chief of the Division of Secondary Schools, substituted for Superintendent Kersey.

Quite naturally, public junior colleges were more largely represented than were private junior colleges. The visitors from outside California, however, were mostly from private junior colleges. Each day public and private junior college groups met at luncheon, where problems of their own particular interest were discussed.

This was the first meeting in several years at which all the living former presidents of the Association were present. All of them except one are actively directing junior colleges at this time. Dr. L. W. Smith, who was president of Joliet Junior College at the

time he was President of the Association, retains his active interest in the junior college movement.

The report of the Committee on Standards provoked the usual discussion attending such reports. The Committee had done its work well. An immense amount of material had been gathered and tabulated. The Committee felt that many of the proposed standards should be made the object of further study and research, and consequently, preferred that its report be considered as a report of progress. Some changes, however, were made in the standards, particularly those referring to the junior college library.

The change in the time of the annual meeting met with unanimous approval. There seemed to be general agreement that the meeting should be held immediately preceding the meeting of the Department of Superintendence, but in a different city, preferably within a night's ride. Kansas City, Missouri, was selected as the next meeting place, the meeting to be held Thursday and Friday before the meeting of the Department of Superintendence in February 1932.

According to the custom of alternating the presidency between public and private institutions, the president of the Association for the coming year was chosen from the private junior college group. President Richard G. Cox of Gulf Park College, Gulfport, Mississippi, was the unanimous choice for president.

The February issue of the *Junior College Journal* will be devoted to a full report of the proceedings of the meeting, including all papers, addresses, and committee reports.

DOAK S. CAMPBELL
Secretary

Reports and Discussion

CRANE JUNIOR COLLEGE

THE QUESTION

November 5, 1930

*Mr. George C. Heritage,
Dean, Crane Junior College,
Chicago, Ill.*

DEAR MR. HERITAGE:

I have noticed with surprise the report of the North Central Association removing Crane Junior College from its accredited list. Purely as a matter of news I am reprinting their statement in the December issue of the *Junior College Journal*. I should like, however, to have some statement from you or other responsible authorities of the institution if there is something to be said on the other side of the question, as I suspect may be the case.

Very truly yours,

W. C. EELLS, *Editor*

THE ANSWER

November 19, 1930

DEAR MR. EELLS:

Having succeeded Mr. Heritage as Dean and Acting President of Crane Junior College, I am sending you the statement you suggested. We are very glad to have this opportunity to present the situation in full. Crane has always turned out good students, but under severe handicaps. What it can do now, with its new freedom, we hardly dare vision.

For the *Junior College Journal* I hear nothing but praise. I hope it continues its auspicious beginning.

The dropping of Crane College of Chicago from the North Central Association was abrupt but not wholly unexpected. It had grown too fast for its clothes, and it suffered from malnutrition. The faculty knew the conditions acutely, but had not hoped for relief

from a Superintendent and a Board which were under terrific pressure to economize. The abrupt blow, however, brought immediate results. Assistant Superintendent Buck gave the greater part of his time for five months to conducting a thorough investigation of conditions and their possible cure. As President Bartholf and Dean Heritage had both retired during the first half of the year, the time seemed ripe for a complete reorganization this fall. To this end Superintendent Bogan followed very closely the recommendations of Mr. Buck and the Crane faculty. The Board of Education concurred on July 9, 1930.

Dr. J. L. Hancock of the Classical Languages Department was made Dean and Acting President and K. W. Duncan was made full-time Registrar. An Associate Dean was named for each of the five Schools of the College, their students ranging in number from 435 in the Pre-Legal Department to 1,238 in that of Literature and Arts. There were also appointed Deans of Men and of Women, a Personnel Director, and a Director of Activities and Publications. Heads of the thirteen departments are elected annually, without extra compensation but with release from part of their class work. These administrative officers were well chosen, and every one of them has been working overtime to meet the emergency demands.

The physical changes have moved more slowly, but are now nearly complete: a well-equipped registrar's office, with six clerks instead of two; two large and comfortable study rooms; six small conference rooms; offices for the deans; a commodious new library. Some \$50,000 has gone into these renovations.

Still more important reforms are: lightening the teacher's load to an average of sixteen hours, with classes limited to thirty and averaging twenty-three; adhering strictly to standard entrance requirements, and running the freshmen through a gauntlet of pre-tests; establishing a 10 per cent cut rule with no excuses asked or accepted; abolishing student help in the keeping of records.

The Personnel Bureau has already proved its value by furnishing data to the Deans, by securing work for needy students, by interesting the teachers generally in the background and tendencies of their "problem cases." Numerous curricular changes have brought all of the courses up to the best current standards, and no sub-freshman work is given, except English A, in which are placed all those who failed conspicuously in the English tests preceding registration. Science teachers have not only a reduction in the number of their classes, but they have also selected "graduate" students as paid assistants.

In short, the weaknesses pointed out by the North Central Association have without exception been corrected, in most cases going beyond minimum requirements. Public confidence was shown by a registration of 2,900 students this fall, with 300 turned away. Neighboring universities have continued to accept Crane students because of their excellent record in the past. There seems no possible doubt that the examiners from the University of Illinois and the North Central Association will vote approval and re-instatement. Meanwhile the tone of the College is wholesome, the students and the faculty businesslike and happy.

Sincerely yours,
J. LEONARD HANCOCK, *Dean*

PRESIDENT SPROUL'S OPINIONS

Dr. Robert Gordon Sproul was inaugurated as president of the University of California October 22, 1930. In his

inaugural address he discussed the general educational organization of the state and the relation of different parts of it to the State University. References to the junior colleges in the state are given below:

Another educational activity which has grown up in the field which was formerly occupied by the university alone is the junior college. In 1907 a law was passed authorizing the high-school board of any high-school district "to prescribe post-graduate courses of study for the graduates of such high schools." Fresno high school was first to take advantage of this law, and by 1910 there were ten of these "upward extensions of the high school," with a combined enrollment of about 700 students.*

The law of 1917 recognized the junior college as an integral part of the secondary school system of the state and made financial provision for it on the same basis as for high schools. Subsequent legislation has brought the junior college to a position of assured permanence in California and last year some 20,000 students enrolled in its 34 centers, more or less. Any plans for the development of higher education in California must take into account the junior college, and we are pleased that this should be so. It may not be amiss, however, to call attention to the fact that according to all its proponents the major responsibility of the junior college is to offer an opportunity for public education of post-high-school grade to individuals who are not planning to enter the professions, and that the intention of all junior college legislation, as well as the trend of all educational theory, is to limit the junior college to the years preceding the mid-point of the four-year college, the line of division between general and special or professional education. Going forward on the course prescribed both by theory and legislation, the junior college movement will be a significant and helpful development. Masquerading as four-year institutions or trying merely to duplicate the first two years of a university, these colleges can never achieve their highly useful purposes. . . .

* Evidently an error. Fresno was organized in 1910 but there were not ten junior college departments until 1914.—Ed.

Junior colleges would in certain isolated but important instances cease to function as an upward extension of the secondary school, and become instead the beginning of four-year colleges or universities, out of harmony with the purposes of higher education and with good standards of instruction and achievement in any part of the world. These tendencies, I submit, are subversive of the best interests of democracy which must, if it is to survive and prosper, develop "an aristocracy of its own begetting, after its own heart and dedicated to its own service"; and to that end must provide somewhere the finest facilities for the highest education, open freely to all who have the brains and the industry to make use of them. The attempt of our public-school system should not be to have one broad highway on a grade so easy that it never can scale the heights, and so designed as to force all to travel the same road all the way once they have made a beginning; rather, it should provide a number of highways of varying grades leading to many useful careers and open, every one of them, to all whose talents and desires make it seem probable that they may come thereby to a happy and successful life. One function of the schools all along the line should be to discover those who have the capacity and will to make good use of further training and of what kind. There should be in them not only the means of development but the machinery of sifting. Each unit of the system should seek to understand and co-operate with the units above and below it, so that direction and transition of students from one step to the next may be as easy as possible; but not all students should be expected to go through every stage and certainly the stages should not be so ordered and arranged that anybody can enter and go through any one of them. The American creed that every human being shall have his opportunity for his utmost development, his chance to become and to do the best he can, does not mean that every one must be admitted to a college or university within a few blocks of his home and kept there whatever his talents or his industry.

MICHIGAN ASSOCIATION

The annual meeting of the Michigan Association of Junior Colleges was

held at Bay City Junior College, November 13-14, 1930.

President G. I. Altenburg called the first session to order at 2:00 o'clock November 13 with all members of the Association represented. He then turned the meeting over to the officers of the Athletic Conference for the balance of the afternoon. At 5:30 the representatives of the junior colleges, including the coaches, were entertained at dinner by the members of the Bay City Junior College faculty and the student council. After dinner there was an informal discussion of topics of interest to the various groups represented in the meeting.

The legislative body met at 9:30 Friday, November 14, in the office of Dean Butterfield. Mr. Andrews, chairman of the constitutional committee, discussed needed changes in the constitution as relating to associate membership. Another topic discussed related to the spring meeting. A vote was taken on the question of whether it should be held at the same time and place as the Schoolmasters' Club or at some other time and place. Bay City, Flint, and Grand Rapids favored the former and Highland Park, Jackson, Muskegon, and Port Huron the latter. It was voted that the invitation of Flint to hold the spring meeting there be accepted.

After a discussion of junior college districts led by Mr. Shattuck, it was decided that a standing legislative committee be appointed, said committee to meet with Webster E. Pearce, Superintendent of Public Instruction, before the spring meeting. The conference with Superintendent Pearce is to include a discussion of junior college districts, technicalities in the certification of college teachers, and any other matters that might relate to needed legislation. The president appointed Mr. Henry as chairman and Mr. McKenzie and Mr. Butterfield as members of this committee.

Mr. Butterfield led a discussion of

the new *Junior College Journal* and as secretary of the association was instructed to send a report of the meeting of the Michigan Association of Junior Colleges to the *Journal*. Mr. Andrews reported that he is now working on an article on the developing of junior colleges in Michigan which is to be published in a future number of the *Journal*. Attention was called to articles by Reeves and Rainey on the junior college movement published in the October number of the *Journal of Higher Education*.

Reciprocity among junior colleges was discussed by Mr. Jones. Mention was made of the fact that in some of the junior colleges it has been customary for students to accompany the athletic teams. In some cases parties have been given after the athletic contests by the home college. No charge, in these cases, is made for the visitors either at the game or at the party. It was agreed that students from other junior colleges would be admitted free to any games provided they presented their student activity ticket or other certification of their membership. Those colleges that have had such reciprocity in the past reported that they felt it of great value in developing a wholesome college spirit among the students.

Mr. Henry presented a written report of his study of the size and growth of Michigan junior colleges. To make his report complete he said that he would need to have the percentage of the high-school graduates of 1930 who entered some college and also the percentage of this group who entered the junior college.

Methods of rating junior college teachers were discussed by Mr. McKenzie. He mentioned Rugg's scale for rating teachers in service, a scale developed from the army officers' scale, but stated that he saw little advantage in applying it to college instructors.

The work of the Debating League was discussed briefly. Members ex-

pressed general satisfaction in the operation of the League last year and a desire to have the plan continued. Miss McGurk is to complete the schedule and notify the various colleges as to the time of their debates. It appeared that all the junior colleges would be in the League this year.

The president, as chairman of the publicity committee, reported that the junior college movement had been kept before the public through various state papers. It is becoming much easier to get recognition. He reported a possibility of getting a rotogravure section on the junior college in some Sunday paper, and suggested possible publicity over the radio.

It was voted to continue the present officers for another year, G. I. Altenburg, of Highland Park, as president, and G. E. Butterfield, of Bay City, as secretary. — GEORGE E. BUTTERFIELD, *Secretary*

NEW ENGLAND JUNIOR COLLEGE COUNCIL

The representatives of twelve institutions which admit that they are junior colleges met at the Statler Hotel in Boston on October 25. Six to ten other institutions might have sent representatives who would have been welcomed. Thus far the officers of the New England Junior College Council have intended to invite representatives of all institutions which regard themselves as junior colleges. Unquestionably the list is not yet complete, but if so it is not an intentional oversight.

As in other sections of the country, so also in New England, the junior college is a variable institution. There is one public junior college. It is in Springfield, Massachusetts—a fifth or post-graduate year at the Central High School. There is one institution of recent vintage deliberately planned and chartered as "The Junior College of Connecticut." It offers two years of college work with no work of lower grade. All or nearly all the others

are "academies," "seminaries," "institutes," or "schools," some of them with records of many years of advanced educational work, which now find themselves to be more or less accurately within the definition of a junior college. All but one of these schools enroll young women and several are co-educational. If the plans recently announced have worked out, there is one junior college for young men only.

In numbers, counting college students only, they range from thirty-three to two hundred fifty. The total number of college grade students enrolled in New England junior colleges is about 1,200, or if Connecticut Agricultural College is to be included, 1,700. A few schools limit their offering to one year of college work but in most of them a two-year program is offered.

There is in New England no regional accrediting body. The nearest approach to the performance of this function is the step just taken, December 6, 1930, by the New England Association of Colleges and Secondary Schools. This Association has admitted to institutional membership as junior colleges three schools—Bradford Academy, Connecticut Agricultural College, and The Junior College of Connecticut.

Let no one think, however, that the Association thereby accredits these institutions. It does not. In New England at present all accrediting is the individual action of the various colleges. That substantial recognition is being given to the work of the junior colleges is shown by the fact that at the recent luncheon meeting of the delegates from institutions of higher education it was reported that all but three of the colleges represented had received students from junior colleges with advanced standing. It can hardly be doubted that the future will bring some generally accepted plan on the part of the colleges for receiving the product of those junior colleges which

meet the standards of the New England Association of Colleges and Secondary Schools.

Returning to the meeting of the Junior College Council, President Cortright of The Junior College of Connecticut was in the chair.

After some brief remarks reviewing the work of the Council, the President called upon each one under the topic "Reports from the Field. Experiences and Developments in Each of the Institutions Represented." These reports covered many problems met by each institution in a different way. Perhaps no other item was of quite such interest as the record of success and failure in the transfer of students to senior colleges. The discussion might be summarized as a composite dissertation upon the remarkable variability of deans, registrars, and other officers of admission. There was no discoverable addition to educational theory, but there was an exchange of many items of valuable experience of a very practical sort.

The next topic for discussion was "Membership in the New England Association of Colleges and Secondary Schools." This brought out a spirited discussion and several quite firmly held and opposing views upon the desirability of membership as an aid to equitable student transfers; the unimportance of membership because the Association refrains from accrediting junior colleges; the disadvantage of being hampered by "college requirements," since terminal courses are so important a part of junior college work.

A review of the meeting emphasizes the statement of the president in his opening remarks to the effect that the Council has left its first defensive attitude and is beginning to formulate and put into effect a constructive program. It is inevitable that the periodic meetings, reports, and discussions by the forceful executives of the New England junior colleges will result in better

work by the institutions they represent, and more co-operation between junior and senior colleges.

The following were elected officers for the ensuing year: *President*, E. Everett Cortright, of The Junior College of Connecticut; *Vice-President*, Miss Agnes M. Safford of Westbrook Seminary; *Secretary-Treasurer*, Mr. H. L. Sawyer of Colby Academy, New London, N.H.

—GUY M. WINSLOW, *Secretary*

SOUTHERN CALIFORNIA ASSOCIATION

The annual fall meeting of the Southern California Junior College Association was held at Long Beach Junior College Saturday, November 1. There was a large and representative attendance, 140 attending the luncheon meeting.

At the general session two outstanding addresses were given, one by Dr. William M. Proctor of Stanford University, on "Junior College Problems," and the other by Dr. Frank C. Touton of the University of Southern California, on "Freshman English."

Preceding the general session there was a large number of section meetings, at which many problems of special interest to instructors in different departments were taken up. The different sections included administrative, commercial, English, home economics, modern languages, library, mathematics and engineering, music, natural science, and social science.

MISSOURI CONFERENCE

One day of the University of Missouri Arts and Science Week was devoted almost entirely to the problems of the junior college. On the morning of December 6 there was a conference on curricular offerings in the Missouri junior colleges, led by Professor W. W. Carpenter of the University. Some of the more important results of this study will appear in a future issue of

the *Junior College Journal*. A junior college luncheon was held at the Tiger Hotel. In the afternoon a junior college round table conference was conducted under the leadership of Dean J. C. Miller of Christian College. The topics discussed and the leaders introducing them were: "Obtaining and Holding Efficient Faculty Members in the Junior College," by Superintendent W. H. Lemmel, Flat River; "The Desirable and Objectionable Features of Assigning Teachers to Courses at Both the Secondary and Junior College Level," by Dean E. H. Criswell, Wentworth Military Academy, Lexington; "The Place of the Special Subjects (Music, Dramatic Art, Commerce, etc.) in the Junior College Curriculum," by Professor J. H. Coursault, University of Missouri; "How Can the University of Missouri Assist the Junior Colleges of Missouri in the Matter of Satisfactory Matriculation Relationships with Institutions Outside of the State?" by Dean Louise Dudley, Stephens College, Columbia; "Is There a Need for a Distinct Organization of the Junior Colleges of Missouri?" by Superintendent W. H. McDonald, Trenton.

PRESS ASSOCIATION MEETING

With Pasadena as host, the California Junior College Press Association met at Pasadena on Saturday, November 8, to discuss the problems of student journalism in the junior colleges.

This association is made up of the departments of publications of twenty-seven public junior colleges in California. Eighteen of them were represented at this convention. These conventions are held twice a year, the next one being scheduled for San Mateo in the spring. The officers are selected by schools, the student editor serving *ex-officio*. For the next six months they are: San Mateo, *president*; Santa Monica, *vice-president*; Pasadena, *secretary*.

Les Wagner of the United Press;

George Beale, head of the Los Angeles branch of the United Press; Crombie Allen, delegate and officer of the Press Congress of the World in Berlin in 1929; Professor Roy L. French, head of the Department of Journalism, University of Southern California; John A. Sexson, Superintendent of Pasadena schools; W. L. Blair, member of the Board of Education and managing editor of the *Pasadena Star-News*, and Principal John W. Harbeson were among the speakers.

It was decided at the meeting that two official delegates and as many unofficial delegates as desired are to be sent to future conventions by each junior college.

The results of five news contests, held under the direction of Professor Roy L. French, head of the Department of Journalism at the University of Southern California, were announced. The front page make-up cup was won by the *Tartar Shield* of Compton Junior College, which also won the awards for the best news story and the best sport page make-up. Ventura Junior College placed first in the editorial contest, followed by San Bernardino and Long Beach. The *Pony Express*, Sacramento, and the *San Matean* took second and third places respectively in the news story competition. The cup for the best sports story went to the Sacramento *Pony Express*, the San Mateo and Santa Monica papers being the next highest competitors. Long Beach and Santa Ana placed after Compton in the sport page make-up contest and the *Junior Campus* of Los Angeles Junior College took first place in the year-book annual competition. —JOHN A. ANDERSON, Pasadena Junior College.

PROPOSED OHIO LEGISLATION

On April 26, 1928, the Attorney-General of Ohio ruled that junior colleges under the present laws could not be a part of the public-school system. An enabling act was therefore pre-

sented to the last legislature but was not reported out of the committee, primarily for two reasons: first, there was little interest at that time in the public junior college and, second, there was not sufficient time to collect the necessary information on the problem.

In order to have available information on legislative questions likely to arise at the next session which convenes on January 12, a co-operative research group was organized, made up of representatives of the State Department of Education, the Ohio Education Association, The Ohio Institute, and the Bureau of Educational Research. At the suggestion of Dr. Clifton, State Director of Education, one of these problems was the public junior college, the study of which was assigned to Dr. T. C. Holy of Ohio State University. The preliminary report consists of the following draft of a proposed statute relating to establishment of public junior colleges in Ohio:

Section I.—The board of education of any school district having an assessed valuation of not less than \$25,000,000 and an average daily attendance of not less than 600 in grades 9 to 12 inclusive, for not less than three years prior to making application, may petition the State Department of Education for permission to add not more than two years of instruction above that of the high school, the addition to be known as the Junior College. If, on investigation, the State Director of Education finds a district complies with these requirements and in his judgment there is need of such an addition to the high school, such petition may be granted.

Sec. II.—The board of education in said petition shall designate their proposed method of supporting this junior college, which may be either by tax levy or by charging tuition rates to meet all or a part of the cost per student enrolled, or by both methods. In case the tax levy is outside of the limitations it must be voted on as provided in Section 5625-1 to 5625-39, School Laws of Ohio.

Sec. III.—The standards for the organization and accrediting of junior colleges shall be prepared by the State

Director of Education who shall also provide adequate inspection for such junior colleges as may be organized under the provision of this act.

Sec. IV.—If, for any year, the average daily attendance in a junior college organized under the provision of this act falls below the standards as determined by the State Director of Education it shall be at once suspended. The board of education of said district shall make such disposition of the lands, buildings, and equipment used by the junior college as they deem best.

PROPOSED CALIFORNIA LEGISLATION

Two years ago the California legislature raised the requirements for establishment of district junior colleges approximately two and a half times as high as they had been previously. These included an assessed valuation of \$25,000,000, an average daily attendance in the high schools of the district of 1,000, and a minimum average daily attendance of 200 in the proposed junior college. This legislation was passed near the end of the session, without full knowledge on the part of the educational leaders of the state of its implications. Almost immediately a strong sentiment began to develop against such unreasonably high requirements.

A further cause of dissatisfaction has been due to the inadequacy of the funds derived from federal oil land leases to furnish the state support of \$100 per student provided for by the junior college law. There has also been considerable dissatisfaction on the part of the high-school departmental junior colleges because the support received by them from the state has been less than that enjoyed by the district institutions.

As a result of these various factors a legislative conference was called by the State Department of Education. Over fifty representatives of practically all the junior colleges and the leading universities of the state met at Fresno on December 5. After a lengthy

discussion they agreed to recommend to the 1931 legislature the following more liberal procedures for establishment, financing, suspension, and re-establishment of junior colleges.

PROCEDURE FOR ESTABLISHMENT

Standards.—The State Board of Education, upon recommendation of the State Department of Education, shall establish minimum standards for the formation of junior college districts.

Petition.—The governing board of any high-school district or the governing boards of two or more contiguous districts may present to the State Board of Education a petition in the form prescribed by the State Director of Education, requesting authorization to call an election for the formation of a junior college district.

Survey.—The State Department of Education shall cause to be made a survey of the proposed junior college district, the findings of which shall be interpreted in accordance with the standards prescribed by the State Board of Education.

Approval or Disapproval.—Upon the completion of the survey the State Board of Education shall approve or disapprove the petition in accordance with the findings of the survey.

Election Following Approval.—After the State Board of Education approves the petition, notification of its action shall be forwarded, within thirty days, to the superintendent, or superintendents, of schools of the county, or counties, in which the proposed junior college district is to be located. Within thirty days after receiving such notice, the superintendent, or superintendents, concerned shall submit the question of establishing the junior college district, to the qualified electors residing within the proposed junior college district.

Cost of Survey.—The cost of the survey shall be borne by the high-school district, or districts, whose governing board, or boards, signed the petition, in proportion to the total assessed valuation of such district, or districts. The cost of such survey shall be a proper charge against the maintenance funds of the high-school districts.

STATE AID FOR JUNIOR COLLEGE EDUCATION

District Junior Colleges.—There shall be apportioned annually from the general

fund of the state to each junior college district \$2,000 for each junior college maintained therein and \$100 for each unit of average daily attendance during the preceding school year.

SUSPENSION

Whenever a junior college district fails to maintain the standards prescribed by the State Board of Education the State Department of Education shall make an order declaring said district to be suspended.

RE-ESTABLISHMENT

A suspended junior college district may be re-established by an order made by the State Department of Education after a survey has been made of the suspended district, the findings of which justify such re-establishment.

If a suspended district is not re-established within three years, the State Board of Education shall make an order declaring such district to be lapsed.

LEGISLATION NEEDED

Dr. Elmer H. Staffebach, director of research for the California Teachers Association, in an article in the December number of the *Sierra Educational News*, states that legislation is needed in the state which will provide:

1. Enlarged powers of the State Board of Education with respect to the formation of new junior college districts. Eventually the state should be divided into such junior college areas as will, in the judgment of the State Board of Education, best meet the needs of the communities involved and at the same time most satisfactorily supplement the present educational program of the state.

2. Generous authority on the part of the State Board of Education and the Director of Education, in the legislation and execution of policies best suited to adapt the programs of the junior colleges to the educational needs of both the communities and the state as a whole.

3. Complete state support of all junior college costs for instruction, not including outlays for buildings and grounds.

4. Restricted powers on the part of the district to supplement, at its own op-

tion, such state provisions through district taxation.

TRAINING OF FACULTY

Dr. Floyd W. Reeves, of the University of Chicago, contributes a study, "Survey of Current Methods in the In-Service Training of College Teachers," to Volume II of the *Proceedings* of the Institute for Administrative Officers of Higher Institutions, which was held at Chicago in the summer of 1930. Included in his study is a survey of eight junior colleges, concerning the training of whose instructors he says:

The changes which have occurred with reference to the training of staff members of junior colleges, although not as great as those which have occurred in the case of the teachers colleges, have been in the same general direction. A majority of the junior colleges had their origin either in high schools or in academies. In the earlier stages of the development of junior colleges it was not uncommon for these institutions to change their status from that of a high school or an academy to that of a junior college without making any marked changes in the personnel of the teaching staff. The high-school staff or the academy staff became the faculty of the junior college. Frequently, junior colleges were organized with staffs drawn entirely from the high school or academy and with no member of the staff holding a degree any higher than the Baccalaureate. With the accreditation of these institutions by the regional associations, this situation has been changed. The requirement of the North Central Association of Colleges and Secondary Schools that all instructors in junior colleges hold the Master of Arts degree or its equivalent, and the requirement of the Association of Colleges and Secondary Schools of the Southern States that at least three-fifths of the instructors in each junior college hold the Master of Arts degree or its equivalent, resulted in better-trained staffs for the junior colleges. At the present time the typical teacher in the eight junior colleges represented in this study has had approximately one-third of a year of graduate work beyond that required for the Master of Arts degree. In terms of years of graduate training the typical

junior college teacher is almost as well trained today as is the typical instructor who teaches freshman and sophomore students in four-year colleges of liberal arts. . . .

In both the teachers colleges and the junior colleges, the percentage of staff members who have not taken work in professional education is relatively small.

PROJECTED CURRICULUM STUDY

A comprehensive investigation of the junior college curriculum has been begun by Dr. Frederick J. Weersing of the School of Education at the University of Southern California and Mr. Arthur S. Taylor, Teaching Fellow at the same institution.

The problem will be taken up from two angles: (1) the organization and administration of the curriculum, and (2) an analysis of offerings by departments or fields. Data relating to the organization and administration of the curriculum will be sought directly from junior college administrators. These data will apply particularly to problems such as the following: various curricula found in the leading representative junior colleges of the United States; classification of these curricula by types; relative importance as judged by enrollments; required and elective subjects in each curriculum; relations of junior college requirements to those set up by the respective state universities.

Data for the second part of the investigation, consisting of an analysis of offerings, will be secured in part from published catalogues, and in part from administrative officers and teachers. The following are illustrative of the type of problem to be studied under this head: Classification of subjects into major fields; total offerings in each field by institutions; total and proportionate enrollments in each field and each subject; general nature and content of each course; sequence of

courses in each field; proportion of offerings and enrollments of generalized and of specialized types; proportion of offerings and enrollments of terminal and of college preparatory types.

The investigation was officially approved by the Research Committee of the American Association of Junior Colleges at its recent meeting at Berkeley. The active co-operation of junior college administrators is solicited on behalf of the investigators.

IMPORTANT LEGAL DECISION

An unusually important legal decision has recently been handed down by the Supreme Court of North Carolina which indicates that the junior college is an integral part of the public-school system of the state and as such is entitled to support by public taxation. Dr. L. V. Koos summarizes the situation thus in the December number of the *School Review*:

The Supreme Court of North Carolina, reversing the decision of a lower court from which appeal had been made, rendered a decision favorable to the junior college. The decision was rendered August 30, 1930, and the case is that of *Zimmerman v. Board of Education of Buncombe County* (154 S.E. 397). The case, which was first tried in the Superior Court of Buncombe County, was a controversy involving opposing contentions with respect to the power of the defendants to continue the operation of a junior college as a part of the public-school system of the city of Asheville, North Carolina. The plaintiff, a resident and taxpayer of Asheville, contended that the defendants had no power to maintain or to continue to operate the junior college previously established as a part of the public-school system and to pay the expense of operating it out of public funds of the city. He prayed judgment that the defendants be enjoined from continuing the operation of the junior college as a part of the public-school system of the city. The defendants (the Board of Education of Buncombe County and the School Board of the City of Asheville) contended that they had the power, in the exercise of the discretion invested in them by statute, to maintain

and to continue to operate the junior college and to pay the expense of operation out of the school fund available for the operation of the public-school system of the city of Asheville. The defendants prayed judgment that the plaintiff be not entitled to a judgment enjoining them from maintaining and continuing to operate the junior college. The lower court was of the opinion that the junior college was not a part of the public-school system of the state of North Carolina within the meaning of the constitution and of the general school law and that therefore the defendants were without power to maintain and operate the junior college and to pay the expense of maintenance and operation out of the public-school fund of the city. In accordance with this opinion the court ordered and adjudged the defendants perpetually enjoined from maintaining and operating the junior college and from paying the expense out of the public-school fund of the city as a local tax school district. This decision was reversed by the Supreme Court, which rendered the following opinion.

"(1) It appears from the statement of facts . . . that the predecessors of the defendants, in the exercise of their best judgment, established, as a part of an adequate and sufficient system of public schools for the city of Asheville, the junior college. That they had the power to establish and maintain said college, in the exercise of their discretion, it seems to us cannot be questioned. The public-school fund available for the support of the public-school system of the city of Asheville was sufficient not only to support the elementary and high schools, which composed a part of said system, but was sufficient also to support the kindergarten schools, which the said board was required by statute to establish and maintain. . . . Said fund was also sufficient to support the junior college. No additional tax was required to provide funds for the support of said public-school system, or any part of it. It is true the establishment and maintenance of the junior college was not mandatory, as was the case with the kindergarten schools, by special statute, . . . and as was the case with the elementary and high schools, under the general school law of the state. . . . The board of commissioners of the city of Asheville had the power, however, in the exercise of their discretion, to es-

tablish, maintain, and operate the junior college as a part of an adequate and sufficient system of public schools for the city of Asheville, which was at that time [when the junior college was established] a special-charter school district and not subject to the limitations in the general school law of the state with respect to schools maintained and operated in accordance with its provisions.

"(2) By virtue of the provision of chapter 205, Private Laws of North Carolina 1929, the election provided for therein having resulted favorably to the extension of the corporate limits of the city of Asheville, the defendants, as successors of the board of commissioners of the city of Asheville, have the same powers and are under the same legal duties as said board with respect to the public schools of the city of Asheville. We are of the opinion that the defendants have the power, in the exercise of their discretion, to continue to operate the junior college heretofore established and maintained by their predecessor . . . certainly so long as they can do so without the levy of an additional tax for that specific purpose. If defendants shall, at any time hereafter, find that they cannot operate the said junior college, without impairing the efficiency of the elementary and high schools and of the kindergarten schools, now forming in part the public-school system of the city of Asheville, they have power, in the exercise of their discretion, to close the said junior college and cease its operation. We find no statute making the operation of said junior college mandatory. Its continued maintenance and operation is within the discretion of the defendants. The exercise of such discretion by defendants is not subject to judicial review. . . ."

The records of the case show that instruction in the junior college is free to all students who are residents of the city of Asheville. Although this fact was not stressed in the opinion of the court, it tends to add to the importance of the decision because the junior college was considered as a part of a *free* public-school system. In several respects the Asheville case bids fair to be to the public junior college what the famous Kalamazoo case of 1872 was to the public high school.

Judging the New Books

Edited by John C. Almack, Stanford University

PAUL ARTHUR SCHILPP, *Higher Education Faces the Future*. Horace Liveright, New York. 1930. 408 pages.

The editor states the purpose of his symposium as an attempt "to face the facts of higher education as frankly and honestly as each contributor finds himself capable of doing. Every contributor was not merely asked but urged to hide none of his real *opinions* concerning today's American college and its methods and program." It is written for "the intelligent American reading public."

The symposium is divided into five parts. In order, they consist of "The Historical Emphasis," "Against the Background of European Traditions," "General and Specific Problems," "Against the Background of New Ventures," and "The Forward-Looking Emphasis." There are twenty chapters, and twenty contributors. The editor undertakes the difficult task of presenting "The Most Critical Failure of the American College."

Among the other contributors are Tully Cleon Knoles, William Chandler Bagley, George Edgar Vincent, Irving Babbitt, William McDougall, John Dewey, Alexander Meiklejohn, Hamilton Holt, and Norman Frank Coleman. All of the academic contributors come from private endowed schools, of the so-called liberal college tradition, with the exception of Professor Meiklejohn of Wisconsin. What may be called the lay members are three in number: Dr. Vincent of the Rockefeller Foundation, Dorothy Canfield Fisher, and Dr. Ray Lyman Wilbur. Dr. Vincent's essay is pointed, but not free from propaganda. The clearest and most unbiased contributions are by Mrs. Fisher and Dr. Wilbur.

The editor refers several times to criticism which has been directed against the American college: "caustic, merciless, and savage." This symposium apparently is designed to show that the causes are by way of being removed. It fails to accomplish this purpose, or the more clearly avowed purpose of "facing the facts." The title itself is misleading, and one cannot but conclude if the "adventures" and "experiments" herein set forth reveal the true array of higher education, then it is but illy prepared for the morrow.

With two or three exceptions, there seems to be a total lack of understanding of the meaning of scientific education. The editor confuses "facts" and "opinions" (p. 23). He uses "experiment" uncritically several times (p. 21). He pronounces that "A nation built upon whatever flimsy foundations of democracy, such as is true of our United States . . ." (p. 22). He concludes (p. 213) that the American college is failing "most critically" in failing to prepare for a wise and intelligent use of leisure time. He contends (p. 214) that the contemporary American college does not awaken an interest in the major problems of life. His chief proof consists in results obtained from a questionnaire study of the reading interests of 284 undergraduates at the College of the Pacific. To his consternation he finds that these students unblushingly admit they prefer *The Saturday Evening Post* and *The American Magazine* to *The Nation*, *The Yale Review*, *The New Republic*, and *Survey*.

Chapter i is devoted to "The Tradition" by a professor of philosophy of Scripps College. He declares that "Fundamentally the humane letters

cannot be displaced without relapse into barbarism, and if the collegiate officials do not know this, at least the students do." He uses several words, however, that amply compensate for the acidity or banality of cathedral pronouncements: *heredia*, *club-babble*, *floruit*, *hords*, *sherd*s, *fictive*, *worsen*, and *proven*.

Chapter ii takes up the lively topic of "American Education—Whence and Whither?"

"Into this Universe and *Why* not knowing
Nor *Whence*, like Water willy-nilly flow-
ing

And out of it as Wind along the Waste,
I know not *Whither*, willy-nilly blowing."

President Knoles maintains that "The English university idea never really took root in America" (p. 63). If this be true, certainly there must have been some unsuitability of soil or climate; the seed was planted and nourished for two hundred years. He implies, perhaps states directly (p. 64), that the American schools were Germanized. In this way the "discipline" of the laboratory was substituted for the "discipline" of the textbook. The term "discipline" sufficiently reveals to the initiated the point of view. The reviewer seriously doubts the accuracy of the statements presumed to be founded upon sound historical fact; he likewise doubts the sweeping assumptions which must be made to clear the way for the conclusion that after all the small college is both the security and the hope of our land (pp. 64, 65).

In chapter xv, Hamilton Holt treats the subject of "Creative Education." He compares the relations between student and teacher in the "old system" to that which prevails between prisoner and jailor; between officer and private (p. 311). "At Rollins College, we are trying to get away from this system." He lists Spencer's main categories of things to learn, and also writes them into the Rollins prospectus. "There are no agnostics or atheists on the faculty. Two years' Bible

study is required so that no student may graduate without a knowledge of the world's greatest example of religious literature." College education means "four years spent in salvaging from the past the treasures of its records" (p. 317).

The reviewer cannot agree that the concept here presented is creative education. It is not a looking forward; it is reactionary; it is facing the past, not the future. He is skeptical as to whether the theory of education presented in the text is higher education at all, and generally doubtful whether it is education. If higher education has been criticized, one may here discover justifiable cause, but he can learn but little of practices, trends, and principles of genuinely scientific education. He can learn nothing of state universities and state colleges.

RAYMOND A. KENT (ed.), *Higher Education in America*. Ginn and Company, Boston, 1930. 689 pages.

A sentence in the preface to Dr. Kent's book on higher education clearly presents the point of view. He says, "One may earnestly hope that in this venture the mistake will not be made of giving first place to opinion and theory rather than to facts." This is a mistake that has been avoided in *Higher Education in America*.

The work is divided into two parts. Part I is entitled "Divisions of Instruction in Higher Education in America"; Part II, "Organization and Administration of Higher Education in America." Under the first part come such chapters as "The Junior College," "The College of Liberal Arts," "The School of Law," "The Graduate School," and "University Extension." Under the second part are treated such topics as "Selection of Students," "The College Curriculum," "Physical Education and Athletics," "The Board of Control," and "The Alumni." The total number of chapters is twenty-two.

A sampling of the list of contribu-

tors may also be indicated. It includes L. V. Koos, W. W. Charters, Roscoe Pound, James H. Tufts, George F. Zook, M. E. Haggerty, Edward C. Elliott, and Frederick J. Kelly. Seven come from state universities; fifteen from private colleges and universities. The University of Minnesota has three contributors; Kansas, one; Michigan, two; and Idaho, one. The University of Chicago leads all schools with four contributors. The introduction is written by Lotus B. Coffman, president of the University of Minnesota.

Although there is lack of uniformity of treatment, it may help the reader to visualize the book by noting a chapter outline or two. In Dean Pound's chapter on the law school, one finds treated, "English and Colonial Background," "American Background," "Types of Law Schools," "Historical Objectives of Legal Education," "General Objectives," "Objectives in Detail," "Entrance Requirements to the Bar," "Requirements for Admission to Law Study," "Background of the Professional Curriculum," "Methods of Instruction," "Present Curricular Problems," and "Graduate Work and Research." There is a reference list of thirteen books and articles, three by Dean Pound. The paragraphs are ponderous, the style that affected by supreme court judges in handing down decisions. There is little or no sign that the hope of the editor has been realized in the law school.

Probably this aim has been most nearly realized in chapter xvii by Haggerty on the improvement of university instruction. The problems are clearly set forth, and a summary of the research is given. The bibliography is more comprehensive and in line with the scientific purpose of the volume. Dr. Judd gives an excellent historical summary of progress in scientific education in chapter vi. Koos's section on the junior college also has a sound factual basis. On the whole, when account is taken of the difficul-

ties of the task, the book can be adjudged scientific.

Mechanically, the book represents a high type of workmanship. Paper, binding, illustration, and impression are of superior quality. The organization is sound and clear. The presentation is dignified, detailed, and fair. It is the best work the reviewer knows of in the field.

EARL HUDELSON, *Class Size at the College Level*. The University of Minnesota Press, Minneapolis. 1928.

In *Class Size at the College Level* is found a contribution to the solution of what has been looked upon as one of the most significant problems of school teaching and administration. The method of research employed was the experimental. The resulting data were supplemented by a questionnaire study, which gave an insight into methods, procedures, and likes. The actual experimentation covered 104 college classes, and over 6,000 students.

The investigation reveals in "forty-six of the experiments, or 78 per cent, a more or less decided advantage accrued to the paired students in the larger sections. Only in the remaining 13, or in 22 per cent, was there any advantage in favor of the smaller classes. At every intelligence level the paired students in the large sections excelled their mates in the small. . . . The relative gain in achievement was no greater for the higher levels of intelligence than for the lower." Thus Dr. Hudelson's findings substantiate the earlier studies of the question.

A brief consideration of the relation between class size and costs of education is presented. The work closes with a bibliography of sixty references and an appendix containing (1) a suggested technique for a study of class size, (2) a students' questionnaire, and (3) a faculty questionnaire. There is an index. The typography and workmanship are excellent. The study represents a type of research decidedly

complimentary to Dr. Hudelson and to the University of Minnesota.

The reviewer cannot refrain from a brief discussion of the problem of class size. It is a part of the greater problem, "What is responsible for student achievement?" Suppose one were to set down all the tentative answers he can. He might attribute achievement to (1) intelligence, (2) effort, (3) health, (4) time given to study, (5) teacher, (6) class equipment, (7) school building, (8) size of the class, and so forth. Now certainly these factors are not of equal weight. Some are of vast importance; others of slight significance. Class size is doubtless of the second type. When allowance is made for slight significance, and for error in measurement, one can safely advance the hypothesis that differences in achievement will not appear when all other factors but size of class are held constant. That any advantage is found in larger classes may be due to the obtaining of a truer measurement of progress with the larger number of measures obtained from the larger classes.

If differences in achievements were to appear, they most likely could be traced to differences in method. For example, one might advance the hypothesis that the lecture method is better than the problem method. Suppose that the optimum number of students in a class which one instructor can reach by the lecture method is 1,200; suppose the optimum number he can reach by the problem method is 200. The problem really becomes a problem of best method and not one of class size. In other words, the question is: "What is the best method to use in teaching a class of sixty students?" or "What is the largest class one can teach by the problem method and obtain optimum results?"

The final conclusion is that further studies of class size and achievement will most likely be futile. Differences between large and small classes cannot

normally be expected. The problem is a different one. It is the problem of optimum results and class method. There is another sense in which the problem of class size is a real one. This has to do with costs, a problem clearly perceived by Dr. Hudelson. Still another problem has to do with class size and teaching load. It awaits investigation.

CLAUDE C. CRAWFORD, *Studying the Major Subjects*. Published by the University of Southern California, Los Angeles. 1930. 384 pages.

Studying the Major Subjects is a text for use in courses in "How To Study," and is intended for high-school and junior college students. Eleven subjects are treated: Literature, Composition, Foreign Languages, Mathematics, Physics and Chemistry, Biology, History, Other Social Studies, The Practical Arts, Physical Education and Health, and The Fine Arts. Each chapter is introduced by a brief literary quotation, and ended by a list of four to seven selected references. Assignments of four or five topics or questions occur every three or four pages following the discussion of a major chapter topic.

Each major chapter topic begins with or suggests a question. The paragraphs which immediately follow answer the question. To illustrate, the first topic in the chapter on "Composition" is "How to select a subject for a composition." The author advises the selection of a subject (1) about which you know a great deal, (2) in which you are vitally interested, and (3) in which the reader is also likely to be interested. He suggests that the student (1) find out something about the subject, and (2) that he write down a long list of subjects as an aid in choosing the best one. The topics are in black face type; the first sentence in each paragraph of answer in italics.

The style is clear and direct. In general, the suggestions are practical and

to the point. The sentences are short, and addressed to the personal "you." The useful terms "for example," "to illustrate," "such as" occur frequently. The book appears to be well adapted to the comprehension of senior high-school students and college freshmen.

The reviewer doubts the advisability of offering a course in "How to Study" to students. Doubtless the best way to master the techniques is to use them. Doubtless there is also sufficient range of techniques to offer a choice in particular situations. If these contentions are true, each teacher should be held responsible for the specific direction of study in her particular subjects and field. The teacher of Literature would therefore have use for the first chapter in Dr. Crawford's book; the teacher of Biology for the sixth. "Studying the Major Subjects" has an undoubted value when teachers are introducing their respective subjects and is no less needed for reference thereafter.

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*GEMMILL, PAUL F. *Fundamentals of Economics*. Harper & Brothers, New York. 1930. 489 pages.

*GOUGH, HARRY B., and OTHERS. *Effective Speech*. Harper & Brothers, New York. 1930. 572 pages.

*GRAY, W. S. (ed.), *The Junior College Curriculum*. University of Chicago Press, Chicago. 1929. 261 pages.

*GRAY, W. S. *The Training of College Teachers*. University of Chicago Press, Chicago. 1930. 242 pages.

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*RANKIN, THOMAS E., and OTHERS. *College Composition*. Harper & Brothers, New York. 1929. 846 pages.

SIMPSON, THOMAS M. *Plane Trigonometry and Logarithms*. The John C. Winston Company, Philadelphia. 1930. 174 + 111 pages.

HELP WANTED!

A graduate student making a research study on the junior college needs copies of the *Proceedings* of the Second, Third, Fourth, Fifth, and Sixth Annual Meetings of the American Association of Junior Colleges. If any of our readers can furnish these copies, please communicate with M. D. Proctor, superintendent of schools, Uniontown, Pennsylvania.

The first issue of the *Junior College Journal* has just been received by us. It is a very fine magazine. We are recommending it to all of our associates on the field.—R. O'HARA LANIER.

* Those starred will be reviewed later.

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A detailed study of the development and status of the junior college from the legislative standpoint in each of the states in June 1929.
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A study based upon experience with two history tests given students in the Joliet (Illinois) Junior College.
1731. EELLS, WALTER CROSBY, "The California Junior College Mental-Educational Survey," *Educational Record* (October 1930), XI, 281-91, 12 tables.
A summary of the results of a test survey of over eleven thousand junior college students by means of the Thurstone Psychological Examination and the Iowa High School Content Examination. Represents 47 colleges. Comparisons made of types of colleges, classes, sexes, etc. Detailed tables of norms for various groups. Based upon a more extensive report published by the California Department of Education. (See No. 1484.)
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Discussion of six-four-four and similar plans. Proposes a five-year high school and junior college unit as most desirable secondary unit.
1733. JACOB, PEYTON, "The Junior College Movement in Georgia," *Georgia Edu-*

cation Journal (January 1930), XXII, 20-21.

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1734. KERSEY, VIERLING, "Legislative Recommendations of the State Department of Education," *California Schools* (November 1930), I, 275-80.

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1735. NORTH CENTRAL ASSOCIATION QUARTERLY, "Proceedings of the Association," *North Central Association Quarterly* (December 1930), V, 379-80.

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1736. REEVES, FLOYD W., "Survey of Current Methods in the In-Service Training of College Teachers," *Proceedings of the Institute for Administrative Officers of Higher Institutions*, II, 133-46, University of Chicago Press, Chicago, 1930.

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Plans for development of a four-year college at The Principia, St. Louis, Missouri, with \$2,000,000 secured, \$3,000,000 additional desired.

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Brief résumé of the history of the junior college in California and recommendations for needed changes in legislation.

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Editorial announcement of the *Junior College Journal* and review of the first issue.

1744. WARREN, CONSTANCE, "On the College Frontier: The Sarah Lawrence Plan," *Nation* (November 19, 1930), CXXXI, 549-50.

General outline of methods followed by this new junior college in the field of progressive education. "Sarah Lawrence College is in an experimental stage, and we hope that it always will be." Reasons for encouragement of "the faculty in its belief that this adventure in education meets a definite, widespread, and vital demand."

1745. WARREN, CONSTANCE, "The Junior College Gains Recognition," *New York Times* (November 23, 1930), E-7.

A general summary of the growth of the junior college movement throughout the country and the reasons for it. "The rapid growth of the junior college movement can be explained only by the fact that it meets many needs. It is the logical outcome of the demand of democracy that education on an increasingly higher level shall be within the reach of everyone."

Directory of the Junior College, 1931

DOAK S. CAMPBELL *

EXPLANATION

1. This list contains all the junior colleges within the United States (insular possessions not included) which have been reported to January 1, 1931. The list is meant to be inclusive rather than exclusive, and, therefore, it contains the names of some schools which are doing very little junior college work.

2. Under "Date Established," the first date indicates the year in which the institution began its existence. The second date, when one is given, indicates the year in which the junior college program was definitely organized as such.

3. Under "Tuition 9 Mos.," the word "None" appears in connection with a number of public junior colleges. In all cases this applies to resident students within the district of the junior college. Fees to non-residents are not indicated.

4. Under the column "Accredited by" the following code is used:

A—The American Association of Junior Colleges. The American Association of Junior Colleges does not act as accrediting agent except in those areas where no authorized agency takes account of the junior college. All schools which are members of the association are so listed.

B—The State College Association.

D—The State Department of Education.

E—New England Association of Colleges and Preparatory Schools.

M—Association of Schools and Colleges of the Middle States and Maryland.

N—The North Central Association of Colleges and Secondary Schools.

S—The Association of Colleges and Secondary Schools of the Southern States.

U—The State University.

W—Northwest Association of Secondary and High Schools.

SUMMARY BY STATES

State	TOTAL		PUBLIC		PRIVATE	
	Enroll-	No. ment	Enroll-	No. ment	Enroll-	No. ment
Alabama	5	286	1	30	4	256
Arizona	2	641	1	480	1	161
Arkansas	11	1,864	7	1,403	4	461
California	50	17,072	37	16,415	13	657
Colorado	5	792	2	134	3	658
Connecticut	3	182	0	....	3	182
Delaware	0	....	0	....	0	....
D. of Columbia	7	314	0	....	7	314
Florida	3	256	1	150	2	106
Georgia	12	1,083	4	377	8	706
Idaho	2	859	1	576	1	283
Illinois	18	8,222	6	6,208	12	2,014
Indiana	3	268	0	....	3	268
Iowa	37	2,357	27	1,521	10	836
Kansas	18	2,413	10	1,984	8	429
Kentucky	17	2,021	1	107	16	1,914
Louisiana	4	194	1	....	3	194
Maine	3	137	0	....	3	137
Maryland	5	695	0	....	5	695
Massachusetts	10	593	1	....	9	593
Michigan	9	2,158	7	2,052	2	106
Minnesota	10	1,540	7	1,330	3	210
Mississippi	14	1,574	9	1,052	5	522
Missouri	23	5,275	8	2,662	15	2,613
Montana	2	236	1	94	1	142
Nebraska	10	718	3	240	7	478
Nevada	0	....	0	....	0	....
New Hampshire	1	120	0	....	1	120
New Jersey	2	125	0	....	2	125
New Mexico	1	235	1	235	0	....
New York	11	1,053	0	....	11	1,053
N. Carolina	16	1,975	0	....	16	1,975
N. Dakota	2	402	2	402	0	....
Ohio	5	1,381	1	....	4	1,381
Oklahoma	14	1,908	11	1,679	3	229
Oregon	2	112	0	....	2	112
Pennsylvania	7	923	0	....	7	923
Rhode Island	0	....	0	....	0	....
S. Carolina	2	311	0	....	2	311
S. Dakota	5	267	0	....	5	267
Tennessee	12	1,785	1	120	11	1,665
Texas	44	8,473	20	5,030	24	3,443
Utah	5	815	1	77	4	738
Vermont	0	....	0	....	0	....
Virginia	11	1,349	0	....	11	1,349
Washington	6	558	4	419	2	139
West Virginia	5	455	2	244	3	211
Wisconsin	2	91	0	....	2	91
Wyoming	0	....	0	....	0	....

Total 436 74,088 178 45,021 258 29,067

(Enrollment not reported for 4 public and 6 private institutions.)

* Secretary of the American Association of Junior Colleges, George Peabody College, Nashville, Tennessee.

Institution	Location	Presiding Officer	Co-ed Men Women	Control	Date Established	Accredited By	Enrollment 1929-1930 Coll.	Tuition 9 Mos.
ALABAMA								
Marion Institute.....	Marion.....	W. L. Murfee.....	M	Private	1842-1887	A-B-D-S-U	150	\$400
Oakwood College**.....	Huntsville.....	J. A. Tucker.....	C	7th-Day Ad.	1918		16	58
Piedmont Junior College.....	Wadley.....	S. L. Beougher.....	C	Congr.	1922	.....	50	72
St. Bernard Junior College.....	Cullman.....	Rev. B. Menges.....	M	Catholic		.....	40	144
State Agric. & Mechan. Inst.**.....	Normal.....	J. F. Drake.....	C	Public	1875-1900	D	30	150
ARIZONA								
Gila Junior College.....	Thatcher.....	Harvey L. Taylor.....	C	L.D.S.	1894-1922	A-D-U	161	50
Phoenix Junior College.....	Phoenix.....	H. A. Cross.....	C	Public	1920-1920	A-D-N-U	480	None
ARKANSAS								
Arkansas Polytechnic College.....	Russellville.....	J. R. Grant.....	C	State	1910-1927	D-N-U	436	None
Central College.....	Conway.....	J. S. Rogers.....	W	Baptist	1892-1922	A-D-N-U	71	100
Crescent College.....	Eureka Springs.....	Thos. F. Marshall.....	W	Private	1908-1909	D-U	40	15
El Dorado Junior College.....	El Dorado.....	W. C. Ware.....	C	Public	1925	U	61	100
Fort Smith Junior College.....	Fort Smith.....	J. W. Ramsey.....	C	Public	1928-1928	U	34	900
John E. Brown College.....	Siloam Sprgs.....	John E. Brown.....	C	Private	1919	B-D-U	200	284
Jonesboro College.....	Jonesboro.....	J. N. Mallory.....	C	Baptist	1924	A-B-D-U	150	130
Little Rock Junior College.....	Little Rock.....	F. Q. Brothers.....	C	Public	1927	A-D-N-U	250	81
St. A. & M. College 1st District.....	Jonesboro.....	V. C. Kays.....	C	State	1910-1910	A-B-D-N-U	230	150
St. A. & M. College 3d District.....	Magnolia.....	Chas. A. Overstreet.....	C	State	1910-1925	A-D-N-U-B	220	None
St. A. & M. College 4th District.....	Monticello.....	Frank Horsfall.....	C	State	1910-1925	D-N-U	172	368
CALIFORNIA								
Antelope Valley Junior College.....	Lancaster.....	Lois M. Bennink.....	C	Public	1929	.....	21	375
A-to-Zed Junior College.....	Berkeley.....	Mrs. G. Manchester.....	C	Private	1922	A-U	8	700
Bakersfield Junior College.....	Bakersfield.....	Grace V. Bird.....	C	Public	1913	.....	236	2,337
Beulah College.....	Upland.....	C. C. Berkholder.....	C	Bro. in Chr.	1920	.....	25	47
Brawley Junior College.....	Brawley.....	Percy E. Palmer.....	C	Public	1924	U	42	374
California Concordia College.....	Oakland.....	Theo. Brohm.....	M	Lutheran	1919	.....	21	62
California Polytechnic Jr. Coll.....	S. Luis Obispo.....	B. R. Crandall.....	C	State	1903-1927	A-U	120	287
Central Junior College.....	El Centro.....	J. L. House.....	C	Public	1922	D-U	71	525
Chaffey Junior College.....	Ontario.....	Merton E. Hill.....	C	Public*	1916	A-D-U	526	1,506
Citrus Junior College.....	Azusa.....	Geo. H. Bell.....	C	Public	1915	A-D-U	124	450
Compton Junior College.....	Compton.....	O. Scott Thompson.....	C	Public*	1927	A-D-U	625	1,750
Cumnock School.....	Los Angeles.....	A. A. Macurda.....	W	Private	1894-1928	U	30	500
Eastside Junior College.....	El Centro.....	J. L. House.....	C	Public	1930	D-U	8	None
Fresno Junior College.....	Fresno.....	Frank W. Thomas.....	C	Public	1910	.....	293	None
Fresno Technical Junior College.....	Fresno.....	F. H. Sutton.....	C	Public	1930	.....	42	None
Fullerton Junior College.....	Fullerton.....	Louis E. Plummer.....	C	Public*	1913	A-D-U	560	1,259
Glendale Junior College.....	Glendale.....	Geo. N. Moyse.....	C	Public*	1927	A-D-U	425	None
Holmby College.....	Los Angeles.....	Frederica de Laguna.....	W	Private	1924	A-D-U	70	450
Lassen Junior College.....	Susanville.....	Robt. M. Fulton.....	C	Public	1925	A-U	56	379
Long Beach Junior College.....	Long Beach.....	John L. Lounsbury.....	C	Public*	1927	A-U	1,100	None
Los Angeles Junior College.....	Los Angeles.....	William H. Snyder.....	C	Public	1929	A-D-U	2,038	None
Los Angeles Pacific College.....	Los Angeles.....	E. R. Marsh.....	C	Free Meth.	1912	U	50	120

Marin Union Junior College.....	Kentfield.....	A. C. Olney.....	C	Public*	1926	A-D-U	496	134	None
Menlo Junior College.....	Menlo Park.....	Lowry S. Howard.....	M	Private*	1927	A-D-U	180	134	\$450
Modesto Junior College.....	Modesto.....	C. S. Morris.....	C	Private*	1921	A-D-U	653	55	None
Moran Junior College.....	Atascadero.....	J. B. Wonseller.....	M	Private	1914-1927	A-D-U	40	55	1,400
Pasadena Junior College.....	Pasadena.....	John W. Wamberson.....	C	Public*	1924	A-D-U	1,334	1,446	None
Pilgrim Bible College.....	Pasadena.....	Seth C. Rees.....	C	Pilgr. Hol.	1919	A-D-U	9	47	74
Pomona Junior College.....	Pomona.....	H. P. Reynolds.....	C	Public	1916	D-U	168	840	None
Porterville Junior College.....	Porterville.....	B. H. Griscmer.....	C	Public	1927	U	110	850	None
Reedley Junior College.....	Reedley.....	J. T. McKuer.....	C	Public	1926	D-U	100	600	None
Riverside Junior College.....	Riverside.....	A. G. Paul.....	C	Public*	1917	A-D-U	407	...	None
Sacramento Junior College.....	Sacramento.....	J. B. Lillard.....	C	Public*	1914	A-D-U	2,271	...	None
Salinas Junior College.....	Salinas.....	F. L. Van Dellen.....	C	Public	1920	D-U	48	575	None
San Benito Co. Junior College.....	Hollister.....	Philip Power.....	C	Public	1919	B-D-U	216	450	None
San Bernardino Valley Un. Jr. Coll.....	S. Bernardino.....	J. B. Griffing.....	C	Public*	1926	A-D-U	421	...	None
San Diego Army & Navy Jr. College.....	Pacific Beach.....	J. A. Davis.....	M	Private	1910-1929	...	16	...	300
San Jose Junior College Division.....	San Jose.....	T. W. MacQuarrie.....	C	Public*	1921	A-D	706	...	None
San Mateo Junior College.....	San Mateo.....	Robt. J. Hopkins.....	C	Public*	1922	D-U	1,334	...	None
San Rafael Junior College.....	San Rafael.....	A. L. Steward.....	M	Private	1927	U	12	80	500
Santa Ana Junior College.....	Santa Ana.....	D. K. Hammond.....	C	Public*	1915	A-B-U	628	1,122	None
Santa Maria Junior College.....	Santa Maria.....	A. A. Bowhay, Jr.....	C	Public	1920	A-D-U	105	573	None
Santa Monica Junior College.....	Santa Monica.....	Ralph H. Bush.....	C	Public	1929	A-D-U	355	...	None
Santa Rosa Union Junior College.....	Santa Rosa.....	Floyd P. Bailey.....	C	Public*	1918	B-D-U	275	...	None
Southern California Junior College.....	Arlington.....	E. E. Cossentine.....	C	Public*	1922-1927	...	96	244	112
Taft Junior College.....	Taft.....	W. T. Walton.....	C	Public	1922	...	90	750	None
Ventura Junior College.....	Ventura.....	Amos E. Clark.....	C	Public	1925	A-D-U	141	304	None
Visalia Junior College.....	Visalia.....	I. D. Steele.....	C	Public	1926	U	140	830	None
Williams Institute.....	Berkeley.....	Cora L. Williams.....	C	Private	1917-1928	U	100	45	600
Yuba County Junior College.....	Marysville.....	Curtis E. Warren.....	C	Public*	1927	A-D-U	120	490	None
COLORADO									
Colorado Vocational College.....	Denver.....	Rolland M. Shreves.....	C	Private	1925	...	147	...	\$4, Cr. Hr.
Colorado Woman's College.....	Denver.....	S. J. Vaughn.....	W	Baptist	1889-1917	A-B-D-U	275	35	225
Denver Junior College.....	Denver.....	N. A. Sandberg.....	M	Y.M.C.A.	1905-1927	U	236	106	150
Grand Junction Junior College.....	Grand Junction.....	O. N. Marsh.....	C	State	1925	...	101	...	...
Trinidad Junior College.....	Trinidad.....	Gilbert S. Wiley.....	C	Public	1925	U	30	75	75
CONNECTICUT									
Marot Junior College.....	Thompson.....	Mary L. Marot.....	W	Private	1913-1923	A	55	33	...
Miss Porter's School.....	Farmington.....	Robert Porter Keep.....	W	Private	...	...	25	180	...
Junior College of Connecticut.....	Bridgeport.....	E. Everett Cortright.....	C	Private	1927	A-E	102	...	320
DISTRICT OF COLUMBIA									
Arlington Hall.....	Washington.....	W. E. Martin.....	W	Private	1927	...	73	28	200
Chevy Chase School.....	Washington.....	Theodore H. Wilson.....	W	Private	1903-1927	A	59	29	400
Fairmont School & Junior College.....	Washington.....	E. L. Montgomery.....	W	Private	1922	A+	32	26	...
Georgetown Visitation Convent.....	Washington.....	Sr. M. M. Sheerin.....	W	Catholic	1799-1920	A	39	103	300
The Holton-Arms School.....	Washington.....	Mrs. J. M. Holton.....	W	Private	1901-1929	...	31	...	400
Immaculate Seminary.....	Washington.....	Sr. Frances Helen.....	W	Catholic	1905-1922	...	25	100	300
Mount Vernon Seminary.....	Washington.....	Marion Alcott Ballou.....	W	Private	1875-?	...	55	...	...

** Colored. † Affiliated with Piedmont College, Demorest, Ga. ‡ \$100 for non-residents. § Tentative. * District Type. † Associate member.

Institution	Location	Presiding Officer	Co-ed Men Women	Control	Date Established	Accredited By	Enrollment 1929-1930 Coll.	Tuition 9 Mos.
FLORIDA								
Bethune-Cookman College**	Daytona Beach	Mary McL. Bethune	C	M.E. Ch.	1904-1923	....	72	\$ 40
Palmer College	Defuniak Spr.	H. A. Love	C	Presby.	1907	....	34	105
St. Petersburg Junior College	St. Petersburg	George M. Lynch	C	Public	1927	D-U	150	100
GEORGIA								
Andrew College	Cuthbert	S. C. Olliff	W	M.E. Ch.	1854-1917	A-B-D-S-U	66	72
Berry Junior College	Mount Berry	G. Leland Green	C	Private	1902-1926	A-B-D-S-U	159	...
Burke County Junior College	Waynesboro	W. T. Knox	C	Public	1928	A-D	43	98
Brewton Parker Institute	Mt. Vernon	A. M. Gates	C	Baptist	1926	....	56	140
Emory Junior College	Valdosta	W. B. Stubbs	M	M.C.Ch.S.	1836-1928	B-D-S-U†	73	150
Junior College of Augusta	Augusta	J. L. Skinner	C	Public	1925	A-B-D-S-U	180	100
Lucy Cobb Institute	Athens	James Brooks	W	Private	1858-1916	A-U	15	29
Middle Georgia College	Cochran	Leo H. Browning	C	State	1920-1927	A-D	103	198
Norman Junior College	Norman	Park R. White	C	Baptist	1900-1920	A-D-U	81	161
Reinhardt College	Waleska	W. M. Bratton	C	M.E. Ch. S.	1883-1921	A-D-U	35	65
South Georgia State College	Douglas	J. M. Thrash	C	State	1907-1927	A-U	51	160
Young L. G. Harris College	Young Harris	T. Jack Lance	C	M.E. Ch. S.	1886-1912	A-B-D-U	221	203
IDAHO								
Ricks College	Rexburg	Hyrum Manwaring	C	L.D.S.	1888-1917	A-B-D-U	283	75
Southern Branch Univ. of Idaho	Pocatello	John Dyer	C	State	1901-1927	A-B-D-U-W	576	53
ILLINOIS								
Blackburn College	Carlinville	William M. Hudson	C	Presby.	1857-1916	A-B-D-U	229	125
Cent. Y.M.C.A. Coll. of Arts & Sci.	Chicago	H. F. Hancox	M	Y.M.C.A.	1889-1919	A-D-N-U	665	130
Concordia Teachers College	River Forest	W. C. Kohn	M	Lutheran	1856-1913	A-D	104	285
Crane Junior College	Chicago	J. Leonard Hancock	C	Public	1911	A-D-N-U	5,373	None
Elmhurst College	Elmhurst	Timothy Lehman	M	Evangel. Snd.	1919	D-N-U	104	125
Ferry Hall	Lake Forest	Eloise R. Tremain	W	Private	1869-1917	A-U	51	85
Frances Shimer School	Mt. Carroll	Floyd C. Wilcox	W	Baptist	1853-1908	A-D-N-U	135	400
Joliet Junior College	Joliet	W. W. Haggard	C	Public	1900-1902	A-D-B-N-U	235	350
LaSalle-Peru-Oglesby Jr. Coll.	LaSalle	T. J. McCormack	C	Public	1924	A-D-N-U	147	200
Lincoln College	Lincoln	A. Vanderhorst	C	Presby.	1865-1928	A-D-N-U	98	30
Lyons Township Junior College	LaGrange	Chas. F. Van Cleve	C	Public	1888-1929	A-D	83	100
Mattlackrodt College	Willmette	Mother Myra	W	Catholic	1916-1918	D	25	53
Monticello Seminary	Godfrey	Harriet R. Congdon	W	Private	1838-1917	A-D-N-U	80	...
Morton Junior College	Cicero	Harry V. Church	C	Public	1924	D-N-U	281	None
North Park College	Chicago	Algoth Ohlson	C	Swed. Miss.	1891-1921	A-B-N-U	169	150
Pleasant View Luther College	Ottawa	H. T. Haagenston	C	Private	1926	A-D-U	9	80
Springfield Junior College	Springfield	A. Confrey	C	Catholic	1929	A-D-U	345	150
Thornton Township Junior College	Harvey	William E. McVey	C	Public	1927	A-D-U	89	None
INDIANA								
Concordia College	Fort Wayne	W. C. Burhop	M	Lutheran	1839	A	61	None
St. Joseph's Junior College	Collegeville	J. B. Kenkel	M	Catholic	1894-1929	...	85	200
Vincennes University	Vincennes	W. A. Davis	C	Private	1806-1924	A-D	122	...

IOWA

Albia Junior College.....	Albia.....	Myrta Harlow.....	C	Public	1927	B-D-U	51	535	\$100
Boone Junior College.....	Boone.....	J. R. Thorngren.....	C	Public	1926-1928	D-U	32	300	100
Bloomfield Junior College.....	Bloomfield.....	H. Ostergaard.....	C	Public	1927	D-U	33	300	125
Britt Junior College.....	Britt.....	L. J. Thues.....	C	Public	1920	B-D-U	27	1,100	100
Burlington Junior College.....	Burlington.....	R. H. Bracewell.....	C	Public	1920	B-D-U	105	1,100	100
Centerville Junior College.....	Centerville.....	E. W. Hilmer.....	C	Public	1930	B-D-U	39	492	120
Chariton Junior College.....	Chariton.....	F. A. Lunan.....	C	Public	1927	D-U	101	425	100
Clarinda Junior College.....	Clarinda.....	Earle C. Duncan.....	C	Public	1923	A-B-D-U	104	522	100
Creston Junior College.....	Creston.....	V. L. Sanders.....	C	Public	1926	A-B-D	104	522	100
Eagle Grove Junior College.....	Eagle Grove.....	H. E. Hahn.....	C	Public	1928	D	42	360	100
Earlham Junior College.....	Earlham.....	R. V. Garrett.....	C	Public	1928	B-D	43	120	120
Elkader Junior College.....	Elkader.....	J. D. Welsh.....	C	Public	1929	B-D-U	24	99	100
Ellsworth Junior College.....	Iowa Falls.....	L. W. Dooley.....	C	Public	1929	A-D-U	51	168	100
Estherville Junior College.....	Estherville.....	W. A. Cresap.....	C	Public	1924	B	68	390	100
Fort Dodge Junior College.....	Fort Dodge.....	K. D. Miller.....	C	Public	1922	D	111	1,093	95
Graceland College.....	Lamoni.....	G. N. Briggs.....	C	L.D.S.	1890-1915	B-D-N-U	270	23	125
Grand View Junior College.....	Des Moines.....	S. D. Rodholm.....	C	Dan. Luth.	1924	D-U	30	45	72
Grundy Junior College.....	Grundy Center	William Bode.....	C	Private	1916	A-U	35	75	75
Independence Junior College.....	Independence.....	C. E. Gregg.....	C	Public	1928	B	17	251	100
Lennox College.....	Hopkinton.....	E. V. Laughlin.....	C	Presby.	1922	B-D-U	57	250	108
Maquoketa Junior College.....	Maquoketa.....	B. S. Moyle.....	C	Public	1927	B-D-U	52	650	50
Marshalltown Junior College.....	Marshalltown.....	B. R. Miller.....	C	Public	1927	B-D-U-A	42	1,220	90
Mason City Junior College.....	Mason City.....	James Rae.....	C	Public	1918	D-U	157	65	10
Mt. St. Clare Junior College.....	Clinton.....	Mather M. Paul.....	W	Catholic	1928	B	67	763	105
Muscatine Junior College.....	Muscatine.....	E. A. Sparling.....	C	Public	1929	B-D-U	70	70	100
Northwestern Junior College.....	Orange City.....	Jacob Heemstra.....	C	Ref. Ch.	1928	B-D-U	32	305	100
Oskola Junior College.....	Oskola.....	Arthur W. Crane.....	C	Public	1927	B-D-U	109	70	110
Ottumwa Heights College.....	Ottumwa.....	Hazel M. Roth.....	W	R.C. Sisters	1925	A-B-D-N-U	70	470	72
Red Oak Junior College.....	Red Oak.....	J. R. Inman.....	C	Public	1922	B-D-U	40	250	100
Sheldon Junior College.....	Sheldon.....	F. H. Chandler.....	C	Public	1926	D-U	30	250	100
Tipton Junior College.....	Tipton.....	D. J. Kelley.....	C	Public	1926	D-U	55	131	60
Trinity Junior College.....	Sioux City.....	V. M. Brown.....	M	Private	1926	U	114	47	100
Waldorf Junior College.....	Forest City.....	C. M. Granskov.....	C	Private	1903-1920	A-B-D-U	49	97	90
Warburg Normal College.....	Waverly.....	August Engelbrecht.....	C	Lutheran	1879-1920	A-B-D-U	62	451	100
Washington Junior College.....	Washington.....	J. H. Peet.....	C	Public	1927	B-D-U	51	261	105
Waukon Junior College.....	Waukon.....	B. K. Orr.....	C	Public	1923	D-U	47	450	100
Webster City Junior College.....	Webster City.....	H. L. Rice.....	C	Public	1926	D	152	100	None

KANSAS

Arkansas City Junior College.....	Arkansas City.....	K. R. Galle.....	C	Public	1922	A-D-U	64	100	80
Central Academy and College.....	McPherson.....	Chas. A. Stoll.....	C	Free Meth.	1914-1917	A-B-D-U	159	650	None
Coffeyville Junior College.....	Coffeyville.....	A. I. Decker.....	C	Public	1923	B-D-U	32	70	50
College of Paola.....	Paola.....	Mother Jerome.....	W	Private	1924	D-U	167	450	None
El Dorado Junior College.....	El Dorado.....	Earl Walker.....	C	Public	1927	B-D-U	135	600	None
Fort Scott Junior College.....	Fort Scott.....	W. S. Davison.....	C	Public	1919	D-U	25	46	75
Friends Bible College.....	Haviland.....	Scott T. Clark.....	C	Friends	1917-1925	...	85	268	72
Garden City Junior College.....	Garden City.....	Ira O. Scott.....	C	Public	1919	D	85	268	72

** Colored.

† Now offering three years of work.

‡ A branch of Emory University.

Institution	Location	Presiding Officer	Co-ed Men Women	Control	Date Established	Accredited By	Enrollment 1929-1930 Coll.	Tuition 9 Mos.
KANSAS (Cont.)								
Hesston Junior College.....	Hesston	Edward Yoder	C	Methodist	1908-1915	D-U	54	\$110
Highland College	Highland	J. L. Howe	C	Private	1858-1921	A-D-U	60	100
Hutchinson Junior College.....	Hutchinson	C. M. Lockman	C	Public	1928	D-U	301	1,473
Independence Junior College.....	Independence	E. R. Stevens	C	Public	1925	A-D-U	150	None
Iola Junior College	Iola	J. A. Fleming	C	Public	1923	D-U	156	320
Kansas City Junior College.....	Kansas City	J. F. Wellemeyer	C	Public	1923	A-B-D-U	409	None
Miltonvale Wesleyan College.....	Miltonvale	Wm. F. McConn	C	Wes. Meth.	1919	...	25	65
Parsons Junior College	Parsons	Rees H. Hughes	C	Public	1923	B-D-U	270	631
St. John's College	Winfield	A. M. Rehwinkel	C	Lutheran	1893-1923	A†	59	100
St. Mary College	Leavenworth	D. L. Leary	W	Catholic	1858-1923	A-D-U†	110	120
KENTUCKY								
Bethel College	Russellville	O. W. Yates	C	Baptist	1849-1918	B-D-U	121	90
Bethel Woman's College	Hopkinsville	J. W. Gaines	W	Baptist	1854-1919	A-B-D-S-U	107	45
Campbellsville Junior College.....	Campbellsville	W. F. Jones	C	Baptist	1924	D-U	119	135
Caney Junior College	Pippas	A. S. G. Lloyd	C	Private	1923	A-D-U	84	146
Cumberland College	Williamsburg	J. L. Creech	C	Baptist	1889-1916	A-D-U	170	84
Hamilton College	Lexington	Alma Tyler Perkins	W	Christian	1869-1909	A-B-D-S-U	35	52
Kentucky Normal & Industrial Inst.**	Frankfort	G. P. Russell	C	State	1883-1928	A-D-U	107	175
Lees Junior College	Jackson	J. O. Van Meter	C	S. Presby.	1923	A-D-U	217	84
Lindsay Wilson Junior College.....	Columbia	R. V. Bennett	C	M.E. Ch. S.	1857-1914	A-D-U	140	54
Logan College	Russellville	R. H. Alderman	W	M.E. Ch. S.	1850-1915	A-D-U	88	20
Millersburg College	Millersburg	R. H. Holliday	W	Private	1925	B-D-U	50	22
Mt. St. Joseph College	Saint Joseph	Sr. Eugenia Scherm	W	Private	1814-1921	A-D-U	64	96
Nazareth Junior College	Nazareth	Sr. Mary Ignatius	W	Private	1889-1924	A-B-D-S-U	135	120
Pikeville Junior College	Pikeville	James F. Record	C	Pres. U.S.A.	1911-1921	D-U	114	76
Sacred Heart Junior College	Louisville	Sr. M. Dolorosa	W	Catholic	1921-1928	D-U	235	112
St. Mary's College	St. Mary	Peter J. Eller	M	Private	1821-1928	U	36	61
Sue Bennett College	London	Kenneth C. East	C	M.E. Ch. S.	1896-1922	A-B-D-U	199	212
LOUISIANA								
Dodd College	Shreveport	A. Q. Burn	W	Baptist	1927	A-B-D	84	12
Haynesville Junior College	Haynesville	Joe Farrar	C	Public	1927	D	...	200
Normal College of the Sacred Heart	Grand Coteau	Mother M. J. Lynch	W	Catholic	1821-1917	D	44	35
Silliman College	Clinton	L. E. Heinmiller	W	Presby.	1851-1920	A-D-U	66	18
MAINE								
Nasson Institute	Springvale	Sarah H. Packard	W	Private	1926	D	92	150
Ricker Classical Institute	Houlton	Roy M. Hayes	C	Baptist	1848-1926	D-U	33	132
Westbrook Seminary and Jr. Coll.....	Portland	Agness M. Safford	W	Private	1831-1925	A-D-U	12	35
MARYLAND								
Blue Ridge College	New Windsor	Edw. C. Bixler	C	Ch. of Brn.	1927	....	56	120
Charlotte Hall Academy	Charlotte Hall	B. F. Crowson	M	Catholic	1848-1927	....	180	196
National Park Seminary	Forest Glen	James E. Ament	W	Private	1894	A†	265	...
St. Charles College	Catonsville	Eugene I. Harrigan	W	Catholic	1848	D-U	180	105
St. Mary's Seminary	St. Mary's City	M. Adèle France	W	Private	1840-1927	D	14	162

Institution	Location	Presiding Officer	Co-ed Men Women	Control	Date Established	Accredited By	Enrollment 1929-1930 Coll.	Tuition 9 Mos.
MISSOURI								
Caruthersville Junior College.....	Caruthersville	R. M. Pierce.....	C	Public	1928	D-U	85	\$120
Christian College.....	Columbia	Edgar D. Lee.....	W	Christian	1851-1913	A-D-N-U	256	250
Cottey Junior College.....	Nevada	Mary Rose Prosser.....	W	P.E.O.	1884-1912	A-D-U	131	150
Hannibal-LaGrange College.....	Hannibal	John W. Crouch.....	C	Baptist	1858-1917	D-U	244	125
Hardin Junior College.....	Mexico	Blake Smith.....	W	Baptist	1873-1890	A-D-U	112	450
Iberia Junior College.....	Iberia	G. Byron Smith.....	C	Congr.	1890-1926	A-U	28	60
Jefferson City Junior College.....	Jefferson City	G. J. Linker.....	C	Public	1926	A-D-U	111	104
Junior College of Flat River.....	Flat River	H. P. Fling.....	C	Public	1922	A-D-N-U	131	None
Junior College of Kansas City.....	Kansas City	E. M. Bainter.....	C	Public	1915	U	1,744	....
Kemper Military College.....	Boonville	E. W. Hitch.....	M	Private	1844-1924	A-D-N-U	144	282
Kidder Institute.....	Kidder	G. W. Shaw.....	C	Congr.	1884-1923	D-U	56	50
Moberly Junior College.....	Moberly	M. F. Beach.....	C	Public	1927	D-U	97	546
Monett Junior College.....	Monett	M. L. Coleman.....	C	Public	1927	U	72	289
The Principia.....	St. Louis	F. E. Morgan.....	C	Private	1898-1910	A-D-N-U	168	350
St. Joseph Junior College.....	St. Joseph	Calla E. Varner.....	C	Public	1914	A-D-N-U	348	None
St. Paul's College.....	Concordia	Ottomar Krueger.....	M	Lutheran	1883-1907	U	33	None
St. Teresa Junior College.....	Kansas City	Sr. Marietta.....	W	Private	1868-1917	A-D-U	193	200
Southwest Baptist College.....	Bolivar	Courts Redford.....	C	Baptist	1878-1915	D-U	181	72
Stephen's College.....	Columbia	J. M. Wood.....	W	Baptist	1853-1912	A-D-N-U	586	300
Trenton Junior College.....	Trenton	W. H. McDonald.....	C	Public	1924	D-U	74	310
Wentworth Military Academy.....	Lexington	S. Sellers.....	M	Private	1880-1921	A-D-N	117	300
William Woods College.....	Fulton	E. R. Cockrell.....	W	Christian	1890-1916	A-D-N-U	311	200
Will Mayfield College.....	Marble Hill	J. W. Jeffries.....	C	Baptist	1878-1922	....	53	100
MONTANA								
Mt. St. Charles College.....	Helena	Norbert C. Hoff.....	M	Catholic	1917	D-N-U	142	150
Northern Montana School.....	Haure	G. H. Vande Bogart	C	State	1929		94	50
NEBRASKA								
Concordia Teacher's College.....	Seward	C. F. Brommer.....	C	Ev. Luth.	1893-1904	A-D-U	99	None
Hebron College.....	Hebron	Walter H. Hellman	C	Lutheran	1911-1925	A-D-U	37	75
Immaculate Conception Jr. College.....	Hastings	Sr. Bonaventure.....	W	Catholic	1914-1925	A-D-U	22	100
Luther College.....	Wahoo	A. T. Seashore.....	C	Lutheran	1883-1908	B-D-U	71	70
McCook Junior College.....	McCook	J. R. Johnson.....	C	Public	1926	A-D-U	99	100
Merici College.....	York	Sr. M. Xavier.....	W	Catholic	1920	D-U	35	90
Mt. St. Mary's Seminary.....	Omaha	Sr. M. Constance.....	W	Catholic	1923	D-U	50	150
Norfolk Junior College.....	Norfolk	Chas. Lindsay.....	C	Public	1928	D-U	109	108
St. Ursula's Junior College.....	York	Sr. M. Ida.....	W	Catholic	1920	D-U	164	70
Scott's Bluff Junior College.....	Scottsbluff	E. L. Weaver.....	C	Public	1929	U	32	100
NEW HAMPSHIRE								
Colby School for Girls.....	New London	H. Leslie Sawyer..	W	Private	1837-1928	A-D-U	120	150
NEW JERSEY								
Centenary Collegiate Institute.....	Hackettstown	Robt. J. Trevorrow	W	Methodist	1867-1929	A-D	50	350
Le Master Institute.....	Asbury Park	W. P. Steinhäuser	M	Private	1908-1926	A	75	360

NEW MEXICO

New Mexico Military Institute.....RoswellD. C. Pearson..... M

NEW YORK

The Benjamin School.....New York.....Mrs. C. S. Benjamin W
Bennett SchoolMillbrook.....Miss Courtney Carroll W
A. and M. Cheshbrough Seminary.....North Chiles.....G. W. Garlock..... C
Concordia Collegiate Institute.....Bronxville.....George A. Romoser M
Highland ManorTarrytown.....Eugene H. Lehman W
Knox SchoolCooperstown.....Mrs. E. R. Houghton W
Mason Junior College.....Tarrytown.....Miss C. E. Mason W
Ossining School for Girls.....Ossining.....Clara O. Fuller..... W
Packard Collegiate Institute.....Brooklyn.....J. H. Denbigh..... W
Sarah Lawrence College.....Bronxville.....Constance Warren..... W
Seth Low Junior College.....Brooklyn.....Edward J. Allen..... C

NORTH CAROLINA

Belmont Abbey College.....BelmontF. Cornelius M
Bennett College for Women**.....Greensboro.....David D. Jones..... W
Brick Junior College**.....Bricks.....J. C. Wright..... C
Campbell CollegeButes Creek.....J. A. Campbell..... C
The Collegiate Institute.....Mt. Pleasant.....G. F. McAllister..... M
Davenport College for Women.....Lenoir.....W. A. Jenkins..... W
Louisburg College.....Louisburg.....C. C. Alexander..... W
Mars Hill College.....Mars Hill.....R. L. Moore..... C
Mitchell College.....Statesville.....Mrs. W. B. Ramsey..... W
Montreat Normal School.....Montreat.....S. L. Woodward..... W
Peace Junior College.....Raleigh.....Wm. C. Pressly..... W
Pineland Junior College.....Salemberg.....W. J. Jones..... C
Rutherford College.....Rutherford.....E. P. Billups..... W
St. Mary's School and Junior College.....Raleigh.....Warren W. Way..... W
Weaver CollegeWeaverville.....C. H. Trowbridge..... C
Wingate Junior College.....Wingate.....Coy Muckle C

NORTH DAKOTA

North Dakota School of Forestry.....BottineauF. E. Cobb..... C
North Dakota School of Science.....WahpetonE. F. Riley..... C

OHIO

Cleveland Y.M.C.A. School of Tech...ClevelandC. V. Thomas..... C
Junior College of Univ. of Toledo...ToledoL. W. Mackinnon..... C
Rio Grande College.....Rio Grande.....Willard W. Bartlett..... C
Urbana University.....Urbana.....F. H. Blackmer..... C
Y.M.C.A. CollegeColumbus.....Chas. M. Roudebush..... C

OKLAHOMA

Altus Junior College.....AltusA. W. Dagley..... C
Bacone Junior College.....BaconeB. D. Weeks..... C
* A branch of Columbia University.

† Associate member.

Institution	Location	Presiding Officer	Co-ed Men Women	Control	Date Established	Accredited By	Enrollment 1929-1930 Coll.	Tuition 9 Mos.
OKLAHOMA (Cont.)								
Bartlesville Junior College	Bartlesville	C. O. Haskell	C	Public	1927	D-U	22	\$125
Cameron State School of Agriculture	Lawton	J. L. Coffey	C	State	1908-1920	A-B-D-U	440	None
Conners State School of Agriculture	Warner	H. C. King	C	State	1908-1927	A-B-D-U	110	None
Eastern Oklahoma College	Wilburton	E. E. Tourtellotte	C	State	1909-1928	B-D-U	200	None
Murray State School	Tishomingo	O. E. Shaw	C	State	1908-1924	A-D-U	234	None
Muskogee Junior College	Muskogee	Bessie M. Huff	C	Public	1920	A-D-U	90	None
Northeastern Oklahoma Junior Coll.	Miami	M. R. Floyd	C	Public	1919-1924	A-D-N-U	228	None
Oklahoma Christian College	Cordell	Ulrich R. Beeson	C	Christian	1907	A-D-U	65	105
Oklahoma Military College	Claremore	W. E. Downs	M	State	1919	D-U	54	None
Oklahoma Presby. Coll. for Girls	Durant	Ebenezer Hotchkiss	W	Presby.	1893-1910	D-U	100	60
Okmulgee Junior College	Okmulgee	Guy B. Blakey	C	Public	1926	D-U	22	125
Univ. Prep. School & Jr. College	Tonkawa	R. R. Robinson	C	Public	1902-1920	A-D-U	269	None
OREGON								
Mt. Angel College	St. Benedict	Bernard Murphy	M	Catholic	1924	....	40	350
St. Mary's College	Portland	Sr. Mary Flavia	W	Catholic	1913	....	72	...
PENNSYLVANIA								
Alliance College	Cambridge Spr.	Stephen P. Mizwa	M	Private	1912-1924	A+	30	85
Erie Junior College	Erie	W. W. D. Sones	C	Private	1928	A-D-M	206	300
Johnstown Junior College	Johnstown	Stanton C. Crawford	C	Private	1927	A-D-M	258	300
Ogontz School	Ogontz School	Abby A. Sutherland	W	Private	1850	A	69	127
Uniontown Center, U. of Pittsburgh	Uniontown	Kendall S. Tesh	C	Private	1928	A-D-M	170	400
Williamsport Dickinson Seminary	Williamsport	John W. Long	C	M.E. Ch.	1848-1929	....	82	300
Penn Hall Junior College	Chambersburg	F. S. Magill	W	Private	1927	A	108	155
SOUTH CAROLINA								
Anderson College	Anderson	Annie B. Denmark	C	Baptist	1911-1930	A-D-U	270	100
Textile Industrial Institute	Spartanburg	R. B. Burgess	C	M.E. Ch. S.	1911-1927	....	41	...
SOUTH DAKOTA								
Freeman Junior College	Freeman	P. R. Schroeder	C	Mennon.	1903-1927	D-U	27	108
Eureka Lutheran College	Eureka	George Sandrock	C	Lutheran	1910-1927	....	32	80
Notre Dame Academy & Jr. College	Mitchell	J. M. Brady	W	Private	1923	D-U	57	110
Redfield College	Redfield	O. J. Tiede	C	Private	1887-1918	A-D-U	65	90
Wessington Springs Jr. College	Wessington Spr	Harry B. Anstead	C	Free Meth.	1887-1918	A-D-U	86	80
TENNESSEE								
Burritt College	Spencer	H. E. Scott	C	Ch. of Chr.	1835-1918	....	20	70
Columbia Institute	Columbia	Mrs. E. Cruikshank	W	Episcopal	1890-1920	A-B-D-U	14	120
David Lipscomb College	Nashville	H. Leo Boles	C	Ch. of Chr.	1908-1925	A-B-D-U	153	175
Freed-Hardeman College	Henderson	N. B. Hardeman	C	Private	1870-1908	A-B-D-S-U	214	90
Hixson College	Madisonville	J. M. Reedy	C	M.E. Ch. S.	1870-1914	A-B-D-S-U	188	60
Martin College for Girls	Pulaski	Sinclair Daniel	W	M.E. Ch. S.	1904-1922	A-B-D-S-U	52	80
Nashville Agricultural & Normal Inst.	Madison	E. A. Sutherland	C	Private	1917	....	63	50
Southern Junior College	Collegedale	H. J. Klooster	C	7th-Day Ad.	1917	....	73	105

Tennessee Wesleyan College	Athens	James L. Robb	C	M.E. Ch.	1866-1906	A-B-D-S-U	260	32	\$150
Trevecca College	Nashville	C. E. Hardy	C	Nazarene	1900-1925	A-B-D	78	97	90
Univ. of Tennessee Junior College	Martin	C. P. Claxton	C	State	1927	D-U	120	...	None
Ward-Belmont School	Nashville	John W. Barton	W	Private	1913	A-B-D-S-U	550	240	225
TEXAS									
Amarillo Junior College	Amarillo	B. E. Masters	C	Public	1929	A-B-D-U	116	...	100
Blinn Memorial College	Brenham	A. A. Grusendorf	C	M.E. Ch.	1883-1927	A-B-D-U	76	25	120
Brownsville Junior College	Brownsville	S. S. Caldwell	C	Public	1926	A-D	49	...	...
Butler College**	Tyler	J. V. McClellan	C	Baptist	1905-1927	D	63	166	31
Carroll College	San Antonio	H. R. Carroll	W	Private	1926	D	40	12	...
Clarendon Junior College	Clarendon	H. C. Burton	C	Public	1898-1927	B-D-U	70	198	None
Clifton College	Clifton	C. Tyssen	C	Private	1923	A-B-D-U	73	43	75
Decatur Baptist College	Decatur	J. L. Ward	C	Baptist	1898	D	120	10	103
Edinburg Junior College	Edinburg	H. U. Miles	C	Public	1927	A-B-D-U	242	139	90
Gainesville Junior College	Gainesville	H. O. McCain	C	Public	1924	A-B-D-U	120	575	75
Hillsboro Junior College	Hillsboro	L. W. Hartsfield	C	Public	1923	A-B-D-U	182	570	100
Houston Colored Junior College**	Houston	J. T. Fox	C	Public	1927	D	275	...	100
Houston Junior College	Houston	E. E. Oberholtzer	C	Public	1927	A-B-D-U	637	...	150
Jacksonville College	Jacksonville	B. J. Albritton	C	Baptist	1899	A-B-D-U	139	100	115
John Tarleton Agricultural College	Stephenville	J. Thomas Davis	C	State	1899-1917	A-B-D-S-U	820	87	None
Kidd Key College & Conservatory	Sherman	Edwin Kidd	W	M.E. Ch. S.	1871-1916	B-D	142	36	150
Lon Morris College	Jacksonville	E. M. Stanton	C	M.E. Ch. S.	1873-1908	A-B-D-S-U	170	45	99
Lutheran Junior College	Seguin	Wm. F. Kraushaar	C	Lutheran	1892-1928	A-B-D-U	73	60	80
Mary Allen Seminary**	Crockett	B. R. Smith	W	State	1917	A-D-U	166	73	78
North Texas Junior Agricultural Coll.	Arlington	E. E. Davis	C	Pres. U.S.A.	1886-1925	A-B-D	263	78	None
Paris Junior College	Paris	J. R. McLemore	C	Public	1924	A-B-D	479	1,000	110
Paul Quinn College**	Waco	Dean Mohr	C	A.M.E. Ch.	1881-1928	D	86	46	54
Randolph College	Cisco	T. T. Roberts	C	Christian	1922	A-B-D-U	167	31	125
Ranger Junior College	Ranger	R. F. Holloway	C	Public	1926	A-B-D	50	600	100
St. Phillips Junior College**	San Antonio	A. Bowden	C	Episcopal	1898-1926	D-U	125	35	53
San Angelo Junior College	San Angelo	Felix E. Smith	C	Public	1927	B	151	761	75
San Antonio Junior College	San Antonio	J. E. Nelson	C	Public	1925	A-B-D	325	...	115
Schreiner Institute	Kerrville	J. J. Delaney	M	Presby.	1923-1924	A-B-D-U	172	150	168
South Park Junior College	Beaumont	C. W. Bingham	C	Public	1923	A-B-D-S-U	324	650	75
Southwestern Junior College	Keene	C. E. Kellogg	C	7th-day Ad.	1894-1917	D	76	233	114
Temple Junior College	Temple	L. C. Proctor	C	Public	1926	B-D-U	150	800	125
Texarkana Junior College	Texarkana	H. W. Stilwell	C	Public	1927	A-B-D-U	167	673	150
Texas Christian College	Terrell	Chas. H. Roberson	C	Ch. of Chr.	1871-1917	A-B-U	91	15	105
Texas College**	Tyler	C. C. Owens	C	M.E. Ch.	1894-1924	B-U	165	132	46
Texas Military College	Terrell	Mrs. L. C. Perry	M	Public	1914	A-B-D-U	71	58	...
The College of Marshall	Marshall	F. S. Groner	C	Baptist	1914-1916	A-B-D-U	284	19	105
Tyler Junior College	Tyler	J. M. Hodges	C	Public	1926	A-B-D-U	180	1,150	155
Victoria Junior College	Victoria	V. L. Griffin	C	Public	1925	A-B-D-U	135	332	75
Wayland Baptist College	Plainview	G. W. McDonald	C	Baptist	1909-1910	A-B-D-U	265	25	135
Weatherford College	Weatherford	R. G. Boger	C	M.E. Ch. S.	1873-1921	A-B-D-U	232	11	125
Wesley College	Greenville	Geo. B. Jackson	C	M.E. Ch.	1905	A-B-D-U	368	56	129

** Colored.

† Associate member.

Institution	Location	Presiding Officer	Co-ed Men Women	Control	Date Established	Accredited By	Enrollment 1929-1930 Coll.	Tuition 9 Mos.
TEXAS (Cont.)								
Westminster College	Tehuacana	F. W. Stephenson.	C	Meth. Prot.	1895-1916	A-B-D-U	79	\$150
Westmoorland College	San Antonio	W. W. Jackson...	W	M.E. Ch. S.	1894-1918	A-B-D-U	200	160
Wichita Falls Junior College	Wichita Falls	J. W. Cantwell...	C	Public	1922	A-B-D-U	295	1,544
UTAH								
Branch Agricultural College	Cedar City	Henry Oberhansley	C	State	1897-1913	D	77	188
Dixie College	St. George	Jos. K. Nicholes...	C	L.D.S.	1911-1916	A-D-U	97	115
Snow College	Ephraim	Milton H. Knudsen	C	L.D.S.	1888-1916	A-B-D-U	239	...
Weber College	Ogden	Aaron W. Tracy...	C	L.D.S.	1889-1922	A-D-U	339	75
Westminster Junior College	Salt Lake City	H. W. Rehder...	C	Presby.	1897-1915	D-U	63	132
VIRGINIA								
Averett College	Danville	J. W. Cammack...	W	Baptist	1859-1914	A-B-D-S-U	280	90
Blackstone College for Girls	Blackstone	W. B. Gates...	W	Methodist	1892-1915	A-B-D-U	151	100
Bluefield College	Bluefield†	O. E. Sams...	M	Baptist	1922	A-D-U	118	120
Eastern Mennonite School	Harrisonburg	A. D. Wenger...	C	Mennonite	1917-1929	D	33	115
Marion Junior College	Marion	E. H. Copenhaver...	W	Lutheran	1874-1916	A-B-D-U	63	85
Martha Washington College	Abingdon	Claude D. Curtis...	W	Private	1853-1922	A-B-D-U	122	...
Norfolk Junior College	Norfolk	C. C. W. Mason...	C	Private	1930	A-B-D-U*	...	...
Shenandoah College	Dayton	V. L. Phillips...	C	U.Breth.	1880-1922	A-B-D-U	77	100
Southern College	Petersburg	A. K. Davis...	W	Private	...	A-B-D-S-U	223	...
Sullins College	Bristol	W. E. Martin...	W	Private	1917	A-B-D-S-U	282	55
Virginia Interment College	Bristol	H. G. Noffsinger...	W	Baptist	1884-1912	A-B-D-S-U	282	54
WASHINGTON								
Centralia Junior College	Centralia	John W. Goddard...	C	Public	1925	A-B-U	140	693
Grays Harbor Junior College	Aberdeen	G. B. Miller...	C	Public	1929	...	102	...
Moran Junior College	Moran School	Frank G. Moran...	M	Private	1927	D	25	50
Mount Vernon Junior College	Mt. Vernon	Charles H. Lewis...	C	Public	1926	B-D-U-W	70	100
Pacific Lutheran College	Parkland	O. A. Tingstad...	C	Norw. Luth.	1894-1921	D-U	114	100
Yakima Valley Junior College	Yakima	Elizabeth Prior...	C	Public	1928	D-U	107	1,000
WEST VIRGINIA								
Alderson Junior College	Alderson	Walter S. Dunlop...	C	Baptist	1901-1920	A-B-D-U	62	120
Bluefield Institute**	Bluefield	R. P. Sims...	C	State	1895-1926	D	105	200
Greenbrier College	Lewisburg	F. W. Thompson...	W	Private	1812-1920	A-B-D-U	92	150
Potomac State School	Keyser	J. W. Slayman...	C	State	1902-1923	A-B-D-N-U	139	None
Storer College**	Harpers Ferry	H. T. McDonald...	C	Private	1867-1921	D	57	81
WISCONSIN								
Concordia College	Milwaukee	G. Chr. Barth...	M	Ev. Luth.	1881-1889	...	81	238
Grafton Hall	Fond du Lac	Mrs. F. E. Teetshorn	W	Episcopal	1886	...	10	18

* Operated in connection with public schools by William & Mary College.

† Post Office, Bluefield, W.Va.

** Colored.

THE JUNIOR COLLEGE JOURNAL

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found in the *Education Index*

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(NOTE: This issue of the *Journal* is devoted exclusively to addresses and proceedings of the Berkeley convention. Regular departments, editorial, news, discussions, book reviews, and bibliography will be found again in the March number.)

Association Directory for 1931

OFFICERS

RICHARD G. COX, *President*
Gulf Park College, Gulfport, Miss.

G. H. VANDE BOGART, *Vice-President*
Northern Montana School, Havre, Mont.

DOAK S. CAMPBELL, *Secretary-Treasurer*
George Peabody College, Nashville, Tenn.

EXECUTIVE COMMITTEE

WARREN W. WAY (1931).....St. Mary's School and Junior College, Raleigh, N.C.
H. A. CROSS (1931).....Phoenix Junior College, Phoenix, Ariz.
JOHN W. BARTON (1932).....Ward-Belmont School, Nashville, Tenn.
JOHN PAUL JONES (1932).....Jackson Junior College, Jackson, Mich.
EDGAR D. LEE (1933).....Christian College, Columbia, Mo.
J. B. LILLARD (1933).....Sacramento Junior College, Sacramento, Calif.

COMMITTEE ON HONOR SCHOLARSHIP SOCIETIES

H. A. CROSS.....Phoenix Junior College, Phoenix, Ariz.
C. A. NELSON.....Glendale Junior College, Glendale, California
ELINORA WINFREY.....State Teachers College, Maryville, N.C.

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J. THOMAS DAVIS.....John Tarleton Agricultural College, Stephenville, Tex.
JOHN W. HARBESON.....Pasadena Junior College, Pasadena, Calif.

RESEARCH COMMITTEE

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G. H. VANDE BOGART.....Northern Montana School, Havre, Mont.
E. E. CORTRIGHT.....Junior College of Connecticut, Bridgeport, Conn.
E. W. BALDUF.....Central Y.M.C.A. College, Chicago, Ill.

MEETINGS OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

	Date	Place	President	Secretary
*1920	June 30, July 1	St. Louis, Mo.	James M. Wood	Martha McKenzie Reid
1921	February 16, 17	Chicago, Ill.	David MacKenzie†	Martha McKenzie Reid
1922	March 24, 25	Memphis, Tenn.	Geo. F. Winfield	Martha McKenzie Reid
1923	February 27, 28	Cleveland, Ohio	James M. Wood	Doak S. Campbell
1924	February 26, 27	Chicago, Ill.	James M. Wood	Doak S. Campbell
1925	February 20, 21	Cincinnati, Ohio	Louis E. Plummer	Doak S. Campbell
1926	March 17, 18	Chicago, Ill.	H. G. Noffsinger	Doak S. Campbell
1926	December 3, 4	Jackson, Miss.	L. W. Smith	Doak S. Campbell
1928	March 12, 13	Chicago, Ill.	Edgar D. Lee	Doak S. Campbell
1928	December 3-5	Fort Worth, Tex.	J. Thomas Davis	Doak S. Campbell
1929	November 19, 20	Atlantic City, N.J.	John W. Barton	Doak S. Campbell
1930	November 18, 19	Berkeley, Calif.	Jeremiah B. Lillard	Doak S. Campbell

* Preliminary conference, called by the United States Bureau of Education.

† Deceased.

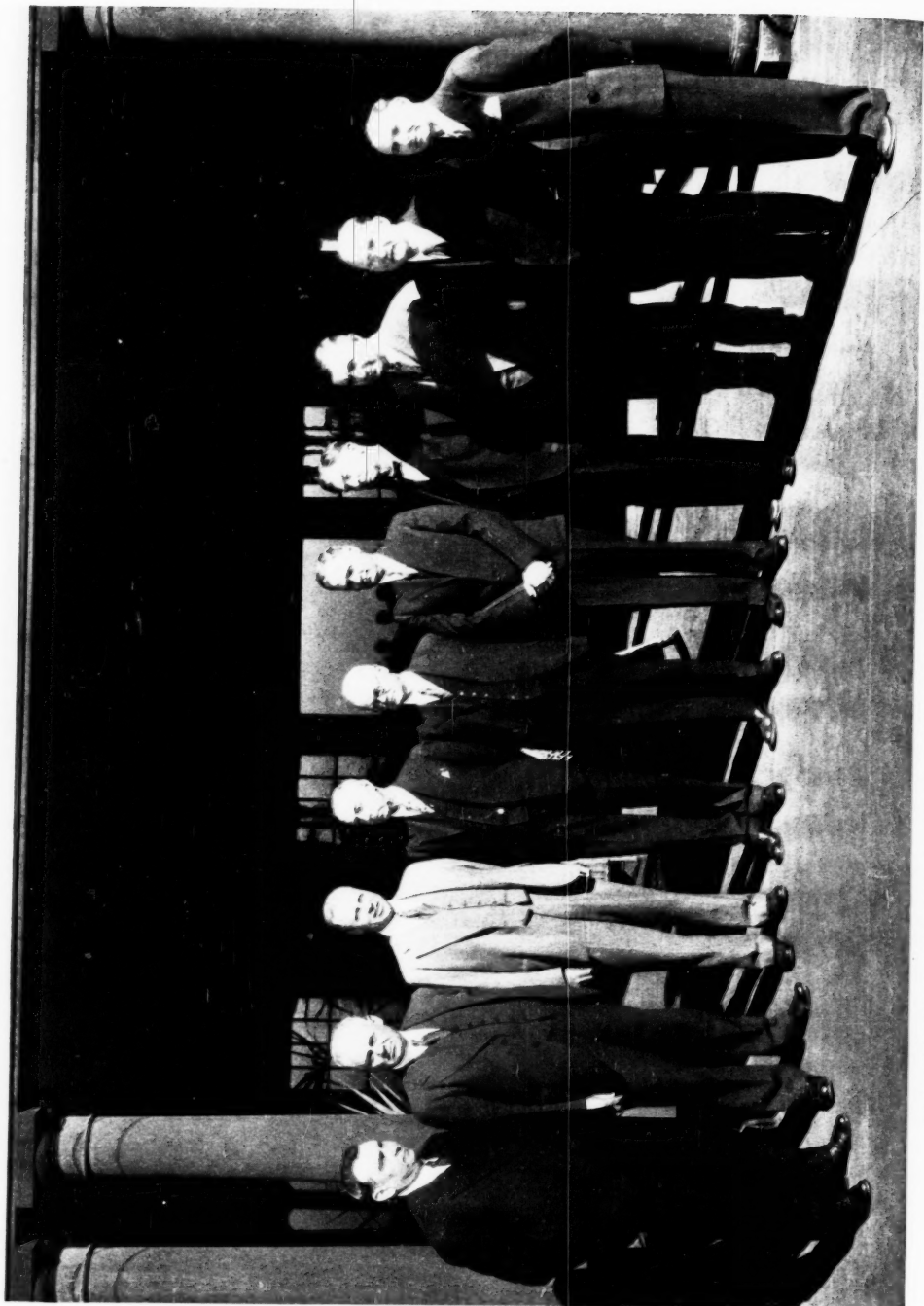
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ALL LIVING PRESIDENTS OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

At the Eleventh Annual Meeting, Berkeley, California, November 19, 1930, all the living presidents were in attendance. They are, from left to right, Winfield, Wood, Plummer, Noffsinger, Smith, Lee, Davis, Barton, Lillard, Campbell (Secretary).